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# *The Nation's* *Schools*

**FEBRUARY 1950**

Texas secedes • Debunking the I. Q. • When seniors

plan commencement • Triagonal school design • Tenure

comes to Colorado • Second thoughts on

New York salary law • Organizing for curriculum improvement

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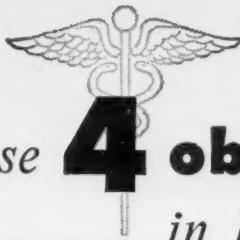
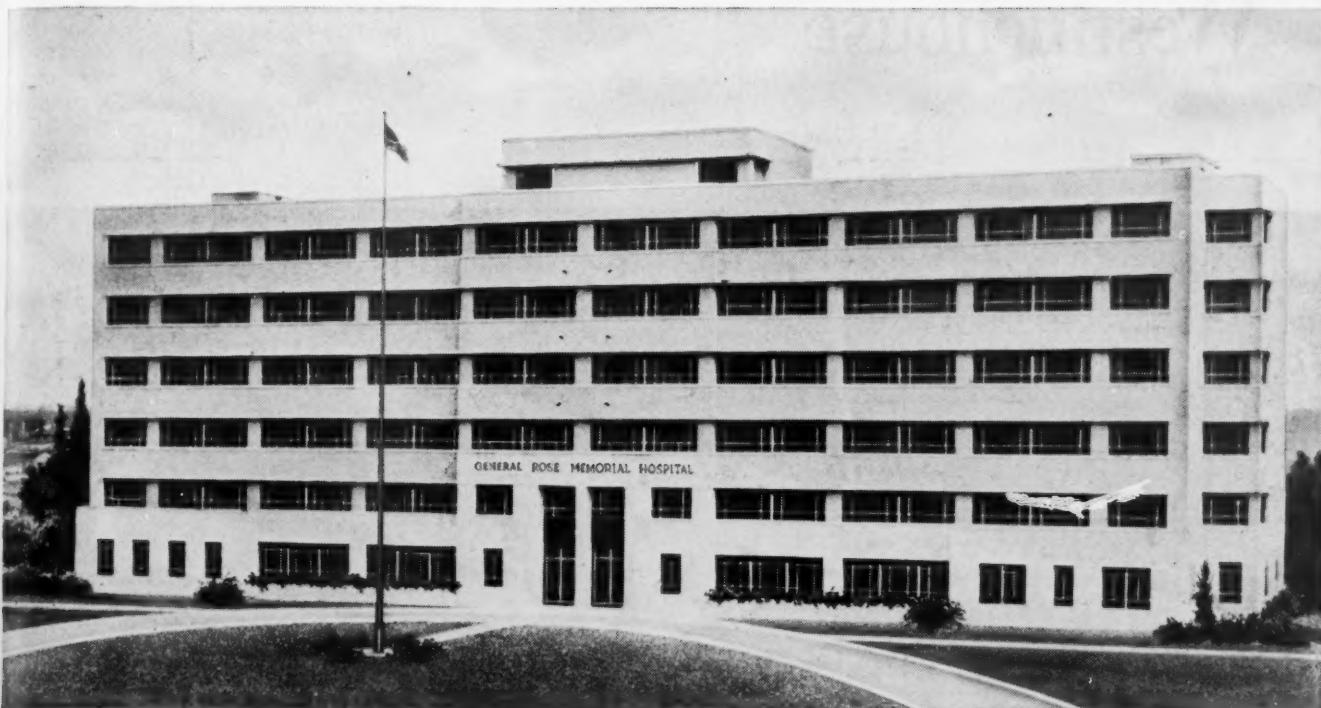
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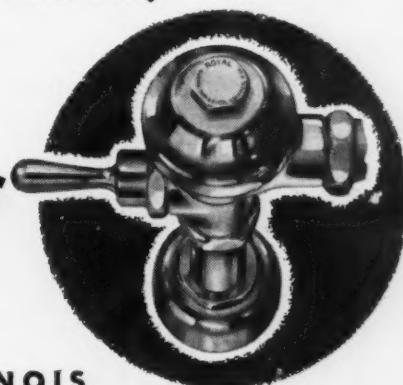
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FEBRUARY 1950

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# AMONG THE AUTHORS

LEWIS C. FAY, author of "Texas Secedes," (p. 31) writes from a broad journalistic and educational background. Formerly a teacher and editor in Michigan, he went to Texas three years ago to become staff announcer and night news editor for Station KONO at San Antonio. Later he joined the editorial staff of the daily newspaper, *San Antonio Light*. Prior to and following his military service in World War II, Mr. Fay was assistant director of publications and assistant editor for the Michigan Education Association. Previously (1937-42), he was a teacher of journalism and political science and director of public relations at Central Michigan College of Education, Mount Pleasant. Earlier he had been a reporter and editor for the *Battle Enquirer and News*. As a lieutenant in the U.S. Navy, he was on active duty in the Pacific for two and a half years, doing special work in radar. Mr. Fay is also a professional photographer and musician.

The effects of New York State's merit salary law on teachers and teaching are discussed on page 54 by DWIGHT E. BEECHER. Dr. Beecher, a research associate in the New York State Education Department, is directing state-wide studies on the salary plan adopted in 1947. He has specialized in the appraisal of teaching and of salary scheduling for many years, and he is the author of a monograph on the evaluation of teaching and of two teacher rating instruments. Dr. Beecher spent many years in public school administration, supervision and teaching. He was a professor of education at the State Teachers College, Potsdam, N.Y., before accepting his present position.

To encourage her pupils to read current periodicals, MILLICENT C. KUST suggested that the class "publish" a bulletin board newspaper using newspaper and magazine clippings (p. 76). Mrs. Kust has been sixth grade teacher at Ardmore School, Villa Park, Ill., since 1942; previously she taught in rural schools in Illinois and in the junior high school at Cicero, Ill.

Have teachers lost faith in themselves and their profession? asks MENTOR LEE WILLIAMS in his article on page 52. Dr. Williams is associate professor of English at Illinois Institute of Technology, Chicago. He formerly taught at the high school in Wapato, Wash.; the University of Idaho; the University of Michigan, and Tulane University. In the summer of 1948 he taught at the University of Hawaii. He also has traveled in Mexico and Australia. From 1942

to 1944 Dr. Williams was director of the National Council of Teachers of English.



K. E. McIntyre

Leadership in solving education's problems must come from teachers and administrators, and it's the job of teachers colleges to train students so that they can supply that leadership, believes KENNETH E. MCINTYRE, (p. 61). Dr. McIntyre is assistant professor of education at the University of South Dakota. His doctoral research

at the University of Nebraska concerned the finance problem as it was affected in Nebraska by school district structure. He has been consultant on redistricting and finance to the Nebraska State School Boards' Association and now is conducting several research projects on similar problems in South Dakota.



D. E. Beecher

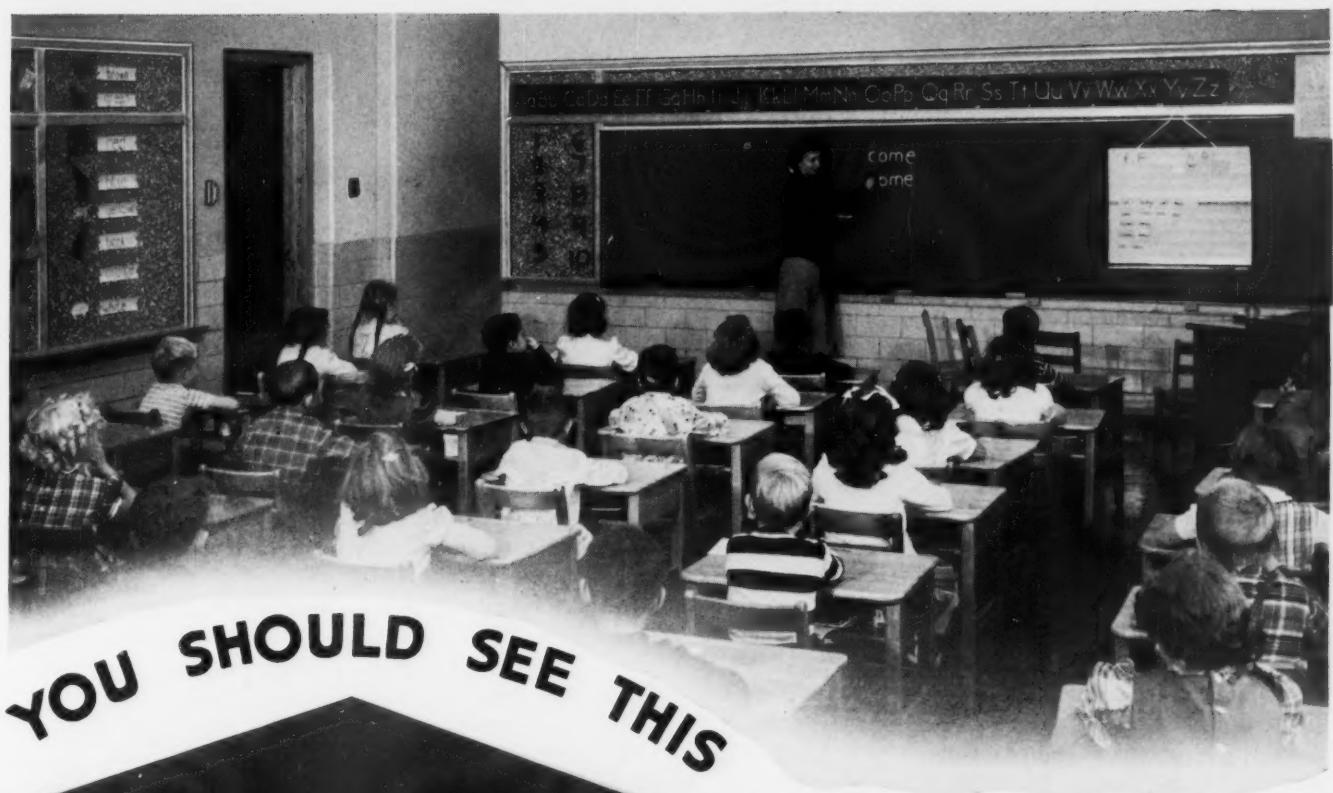
Commencements in which the seniors are active participants instead of members of a passive audience are advocated by MARGARET BOUTELLE, on page 51. Mrs. Boutelle teaches in the college of education of the University of Florida and in the P. K. Yonge Laboratory School, which is part of the college of education. She was part-time consultant on the Florida state bulletin, "Experiencing the Language Arts," published in 1949.

Work experience as one solution of the problems created by the lengthening period of adolescence is suggested by KENNETH B. HENDERSON on page 36. Dr. Henderson is an associate professor of education in the University of Illinois College of Education. Formerly he taught in the South Amherst High School, Amherst, Ohio; the high school at Rocky River, Ohio; Ohio State University, and the University of Pennsylvania. His special interests are secondary education and the teaching of mathematics.

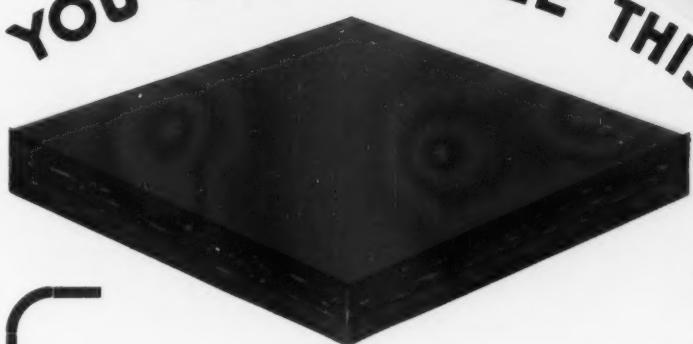


Helen F. Moore

HELEN FRANCES MOORE, elementary coordinator for the San Diego County schools, San Diego, Calif., offers suggestions for improving bulletin boards on page 74. Miss Moore formerly taught remedial reading in Arizona elementary schools and was intermediate and upper grades supervisor in the schools at Phoenix, Ariz. In addition to being a member of various professional organizations, she belongs to the Toastmistress' Club.



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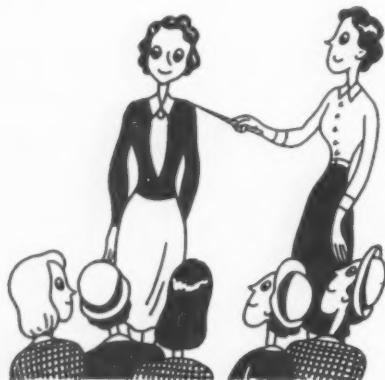
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# Roving Reporter

**Civics Pupils See Their City From the Air . . . Library Is Leisure Center for Children . . . Teacher Asks Mothers to Help Plan Homemaking Program . . . Students' Aid Increases Number of Persons X-Rayed in Tuberculosis Survey**

MOTHERS of girls in the second-year homemaking class at Tifton High School, Tifton, Ga., helped plan the class program for the year, at the invitation of the homemaking teacher.

The day the mothers came to school, the homemaking classes met together. As a starter for the discussion, a list of major problems studied the previous year was placed on the blackboard. The mothers and daughters went on from there. The parents were particularly eager to have a unit in family living taught; both they and



their daughters were interested in having various aspects of dating discussed in class.

All suggestions were written on the blackboard, and then a tentative list of learning experiences was worked out: "improving the looks of our sewing room; improving ourselves; making a garment; caring for the sick; solving some problems of family living; planning, preparing and serving three meals a day, and caring for the children we know best."

AFTER NINTH GRADE civics pupils at Fort Smith, Ark., had studied their city's industrial growth, its housing projects and problems, its residential districts, its suburban areas and newly annexed sections, and its traffic problems, they got a new perspective on Fort Smith—from the air.

In nine groups the boys and girls, accompanied by teachers, made half-hour flights over their city. From the air they saw the business district, the residential areas, the Fort Smith Junior High School, their own homes and churches, their fathers' places of business.

During the days following this, their most exciting field trip, the pupils discussed and evaluated it in their civics class, with the aid of aerial photographs taken by a 15 year old amateur photographer.

The local newspaper ran articles and pictures about the trip, and the local radio station broadcast wire recordings made by two radio officials during the transport plane's flights.

THE NUMBER OF PERSONS x-rayed during a recent one-day tuberculosis survey at Bedford Hills, N.Y., was double the number examined during a previous survey, thanks to the efforts of 26 juniors and seniors in the local high school.

The students took part in the preliminary campaign under the leadership of I. Davis Hall, president of the school's parent-teacher association. Sponsor of the survey was the Westchester Tuberculosis and Public Health Association.

Tuberculosis and the state tuberculosis control program were discussed at a preliminary meeting; then the students canvassed the town in teams, visiting every home and making appointments for free chest x-rays. Three girl scouts checked appointments, registered those who wanted x-rays, and were responsible for the general administration of community participation.

At Olean, N.Y., members of the high school's vocational carpentry class contributed to an x-ray survey by building a booth for a stationary x-ray unit. The Cattaraugus County Tuberculosis and Public Health Association and the

county board of health furnished the lumber, nails and other materials, while the boys and their instructor built the booth and painted it.

WHEN CHILDREN in the Phillip Park area of Sydney, Australia, want to make a finger painting, model in clay, practice their ballet dancing or read a book, they go to the Phillip Park Children's Library.

For this library, which serves underprivileged children in Sydney's dock area, is a leisure center in which children may express themselves in the various activities offered to them.

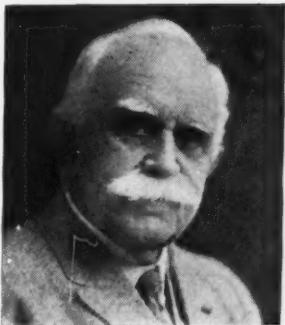
There were two children's libraries in Sydney when, in 1937, the city council gave the Phillip Park site, the old municipal potting sheds and plant nursery, for the third library. The buildings were painted and converted into library and craft rooms. Australian artists donated the paintings that hang on the walls. Part of the



garden was made into a children's open-air theater.

Now there are 26 children's libraries in Australia, with an active membership of approximately 11,000. The Children's Library Movement is not part of the public library system but is financed by a small government grant, some municipal help, and gifts.

Proof of the value of the movement is that juvenile delinquency has declined steadily in the areas surrounding the libraries. Teachers have observed an awakened imagination and improved literary background in children who are members of the libraries.



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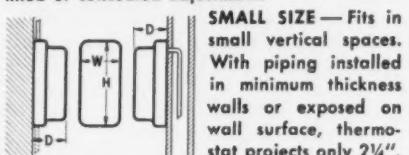
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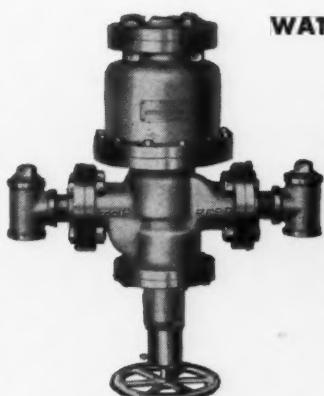
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# Questions and Answers

## Departmentalization

We have departmentalized Grades 5, 6, 7 and 8. Would you say this is good or bad? We have 625 elementary students.—C.C.C., Ill.

For at least the last decade there has been a trend away from departmental work in Grades 4 to 6. This trend seems based on the belief that the classroom teacher can guide the development of 9 to 11 year olds more effectively when he works with them during long periods of time and in various subject matter fields.

In Grades 7 to 8 a current practice in good schools frequently involves a modified departmental program in which one teacher works with the same group of boys and girls in two, three or four subject areas. For example, the same teacher may be with children for language arts, arithmetic and social studies each day while other teachers work with the group in physical education, science, music and so forth.—HAROLD G. SHANE, professor of education, Northwestern University.

## Preparing News Releases

What are some methods a school can use in preparing news releases for the press?—K.C.D., Ohio.

First of all, it is important that you know your editor and that means know what he particularly likes in the way of school news. What length story does he prefer? Does he especially like feature stories? Would a column signed by an upper-grade student or a teacher be acceptable each week in addition to regular school news? Does he prefer lots of names? Can arrangements be made for reporting progress in curriculum work—a type of information of value to parents but not often viewed by the press as news?

If your copy is to claim first attention in the news office, it should give evidence of observing all the common rules of preparation. It is particularly important that the stories be typed

doublespace with ample margins on both sides. All personal references must include first name with initial as well as home address or grade. The first paragraph should always contain the four W's: who, what, when and where, and sometimes why. And remember, it is better to file three stories of approximately 150 words each than one story of 450 words.

Every school and every classroom is a live source of news. Alert your faculty to recognize timely news and to report it promptly. Don't be afraid to take the editor into your confidence on delicate subjects and seek his advice. Make it convenient for him to visit the school and there see evidence of progress as well as shortcomings.

Watch the special angles. Every newspaper has features such as the letterbox, the question and answer column, the society page, the athletic section, and perhaps an inquiring reporter column. Each offers a special outlet for school news of a type that might not otherwise make the headlines.

The alert schoolman will file with the editor copy that can be "put on ice" for use whenever he needs fillers. The stories of four sets of twins in one school, of a teacher who speaks six languages fluently, of a janitor who has three years of college work to his credit are good in themselves and can be used any time with equal value. Reserve copy always pleases the editor and gives evidence of the alertness of the school to the problems of the local press.

Make it doubly convenient for the editor to contact the school at any time without having to talk to three or four people before he gets the information he seeks. Train yourself to recognize news while it is new and be a stickler for public interest and editorial deadlines. Remember the old adage: "Twice blest he whose stories we can trust but three times he who gets his news in fust."—OTIS A. CROSBY, senior administrative assistant, public schools, Detroit.

## Retention of Pupils

What criteria should be used in determining retention of pupils in the same grade for two years?—W.M.S. Calif.

The philosophy of education of a given school system should determine the criteria for promotion policies. If the school stands for the maximum opportunity for the individual, the criteria are simple. First, where or in what group will each child have the best chance for success and happy living? Second, placement in the proper group should be made as soon as it is evident that another group offers better opportunities for the child. Third, if there seems to be no preferred group for the particular child, then what benefits will be attained by taking him out of the class where he has been working?

It seems to me that too often we are looking for a formula instead of facing such an analysis of a situation. If we honestly seek the best for the individual, each promotion or retention should add to the effectiveness of our schools. On the other hand, "holding to standards" or applying rigid rules may be destructive to the individual and eventually to the school.

It is admitted that all too often our schools are unable to provide all children (especially the exceptional) with proper class groups. However, if the schools carefully evaluate the objective of a change in placement in terms of the individual child, fairly sound assignments are generally the result.—MILLARD D. BELL, superintendent, Wilmette, Ill.

## Small School Guidance Program

How would you suggest that we use a guidance program most effectively in a high school having five teachers?—J.H.T., Kan.

What might be done in the way of guidance services in a five-teacher high school will be conditioned by such factors as the interests, abilities and training of staff members; released

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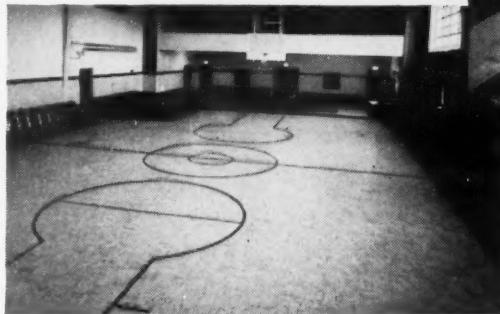
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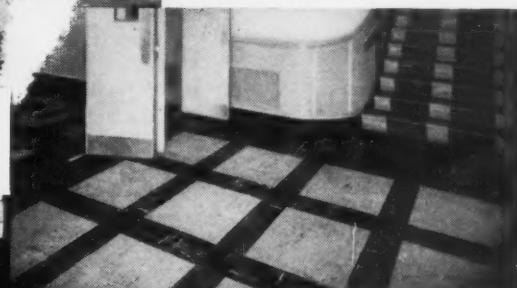
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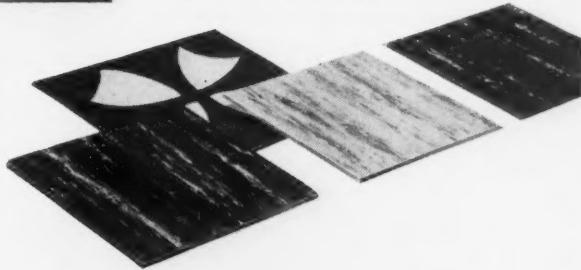
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time available for guidance activities; funds available for providing physical facilities, equipment and supplies, and a number of other circumstances.

Assuming that most of the conditioning factors are recognized and can be satisfied, the following activities may prove profitable: (1) developing adequate personnel records designed to aid teachers to understand students and to help students to understand themselves; (2) gathering materials, for student and teacher use, concerning educational and occupational opportunities and requirements, how to get along with people, how to develop effective study habits, how to learn and to use effective social skills, and other similar types of information; (3) providing counseling services for students; (4) providing placement services; (5) carrying on continuous follow-up studies of graduates and drop-outs to obtain student evaluation of the total school program, and (6) locating and using resources existing in the community for aiding students to meet health, economic, social, personal and other known needs that cannot be met by the school alone.

If these activities are to be effectively carried out and coordinated, someone will need to provide leadership and "know-how." Perhaps the guidance supervisor in your state department of education can be of assistance in planning the activities your staff wishes to carry on.—LEE M. THURSTON, *Michigan state superintendent of public instruction, Lansing.*

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## Reader Opinion

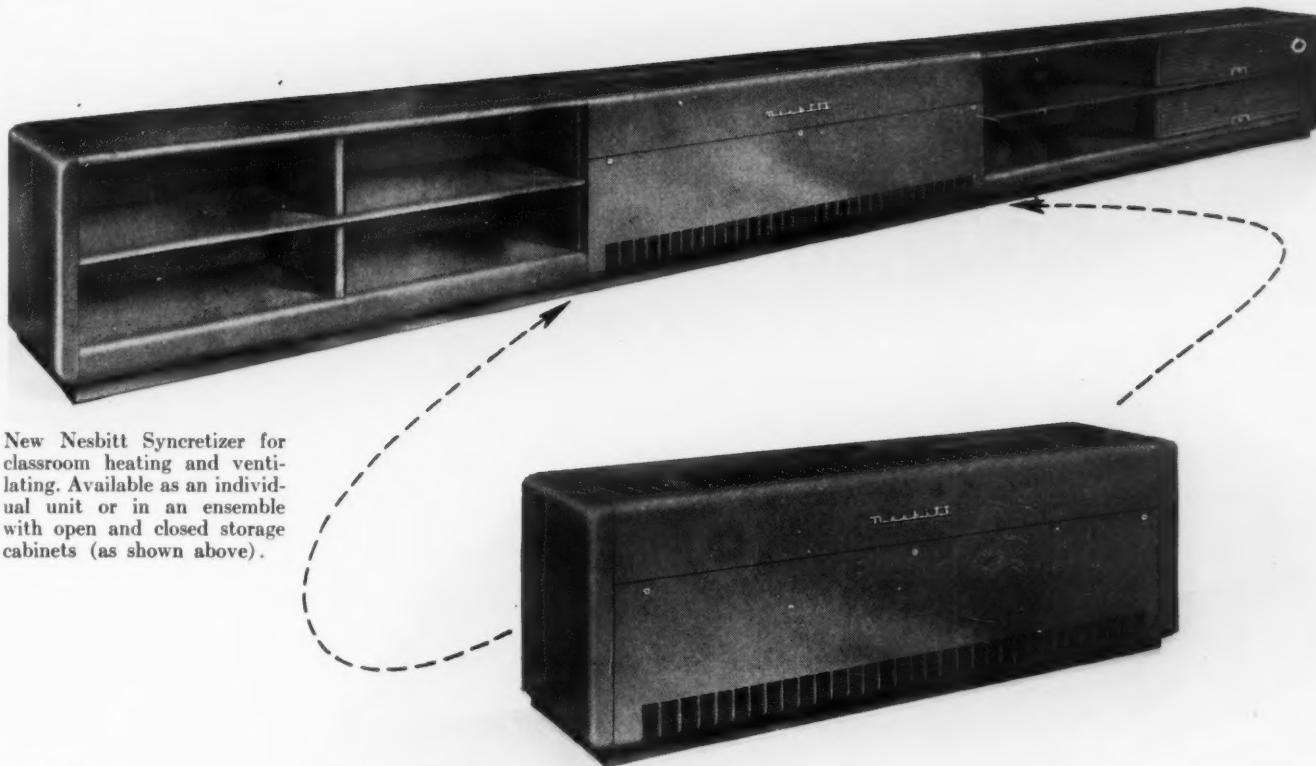
### "How to Think"

We are repeatedly told that "children should be taught how to think, not what to think."

How can any thinking person who gives any credit to experience subscribe to this? The Communists are Communists because they are taught how to think. "Ma" Barker's sons were thieves and murderers because they were taught how to think. You can say they were also taught what to think.

How can one tell which was taught? Or, how can one teach one and not the other? Isn't it all just doubletalk? Is it *what* how and/or *how* what?

(Somebody's woozy! Maybe it's I.)—C. D. MOORE, *superintendent, Spencer, Ohio.*



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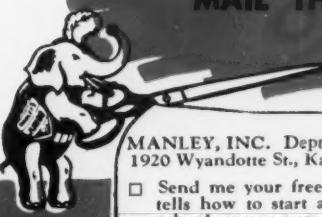
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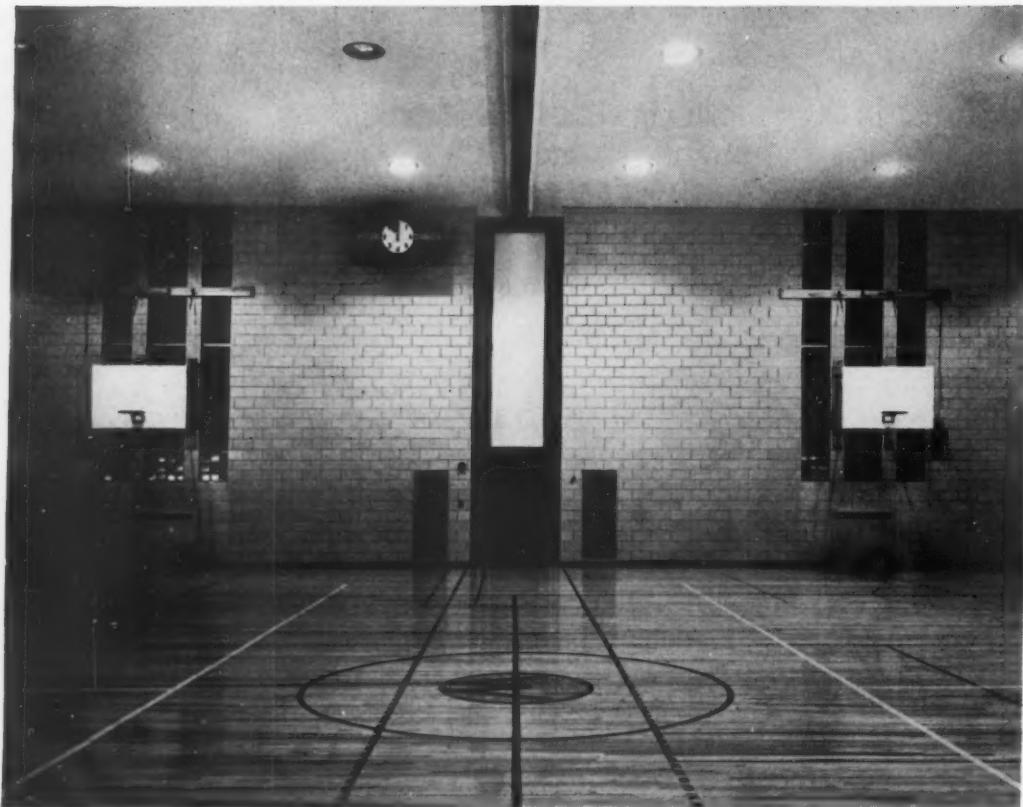
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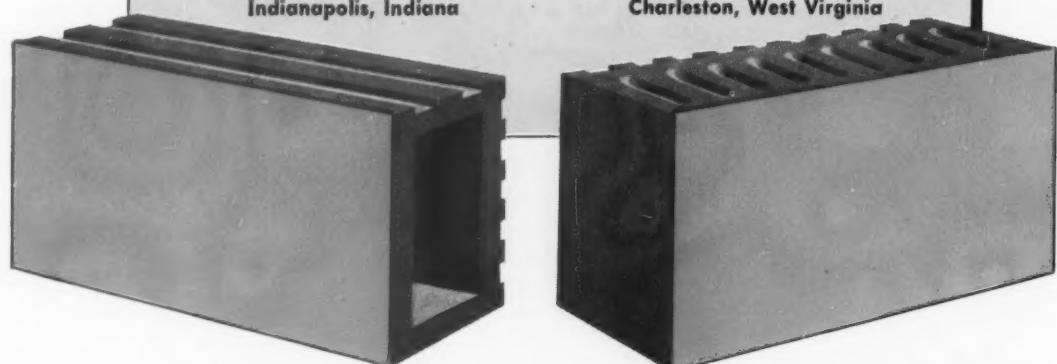
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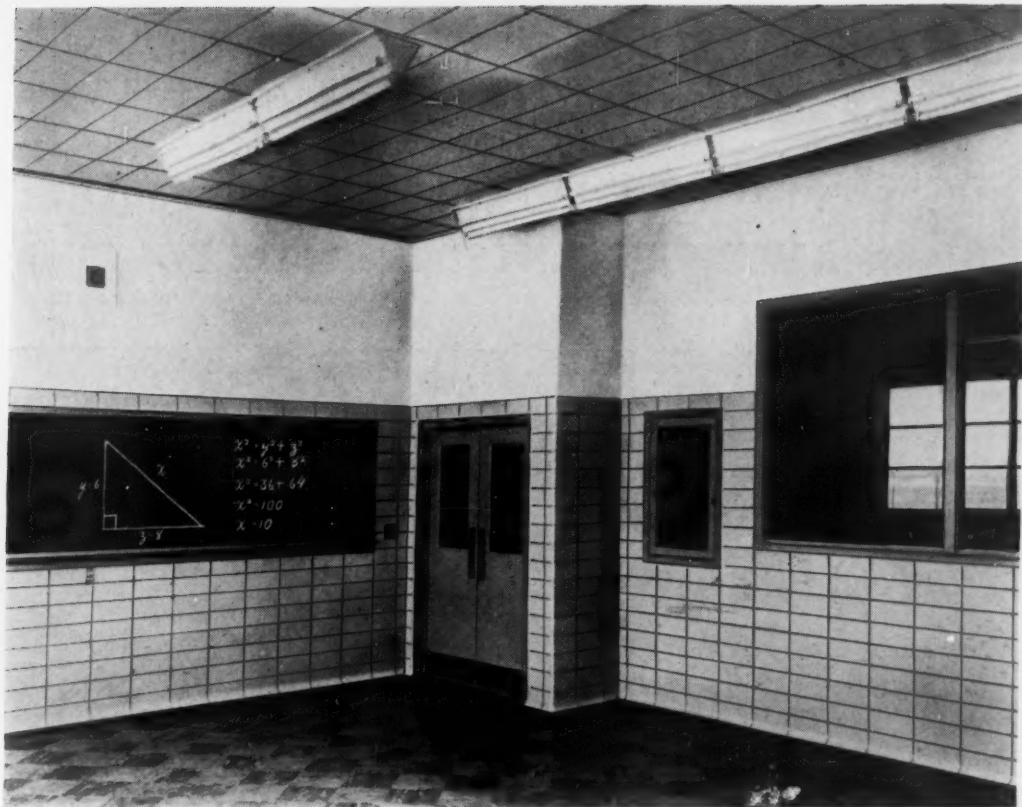
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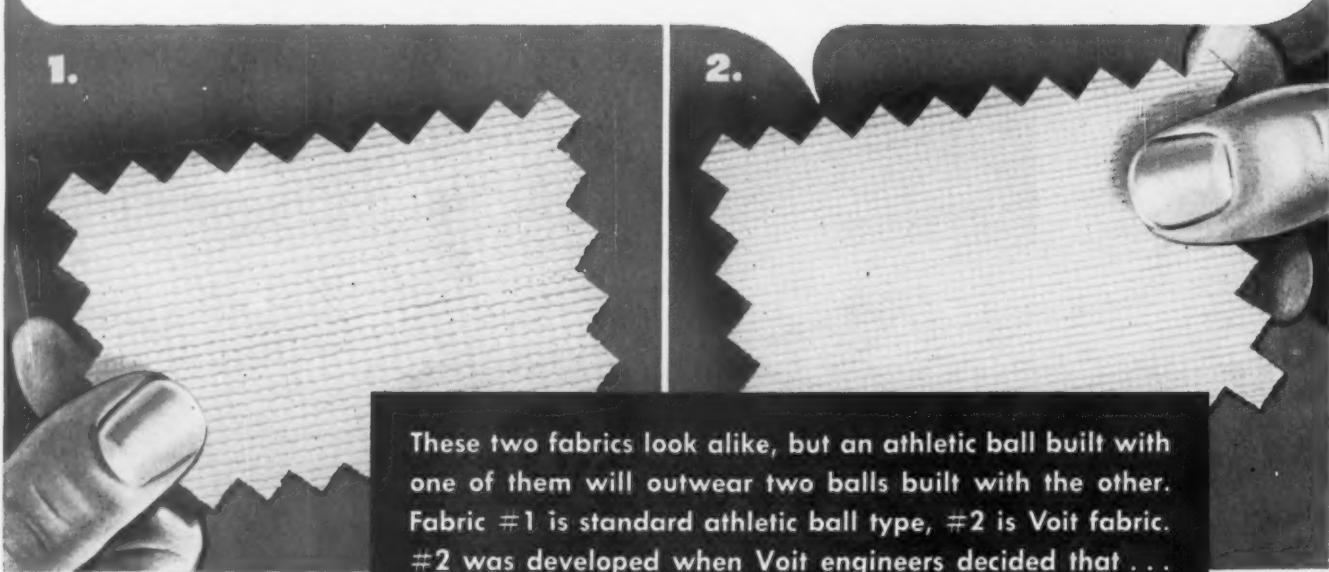
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Fabric is the backbone of an inflated ball's performance, durability and adherence to perfect shape. Voit engineers knew that standard fabrics were not doing the job, and they set out to produce a fabric that would!

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Yes, we bought a fabric mill to develop this badly needed formula for the "staple, carding, drawing and twist" process which would deliver the higher performance standard that Voit engineers demanded.

## **VOIT DEVELOPED A SUPERIOR FABRIC**

Yes, research did it. Now our fabric can be manufactured in quantity by our suppliers, made to precise Voit specifications developed in our own mill. We proved that although the above two fabrics look alike—the one on the right would double the playing life of a ball. That's why Voit can say . . .

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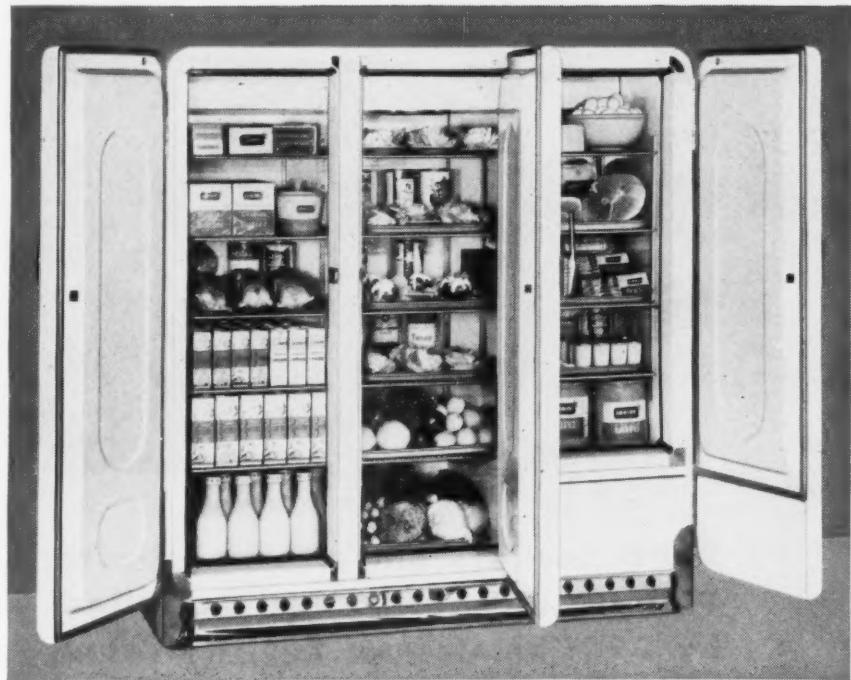
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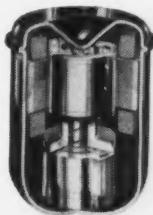
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"Costly food spoilage stopped when I installed my new Frigidaire Reach-In," says Eddie Goins, owner of the Feast House Restaurant, Frankfort, Ky. "As a result, my profits have increased 10%. In my opinion, you can't beat Frigidaire equipment for trouble-free operation."



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*1760 Berger recessed single tier steel lockers line Euclid Senior High School corridors. Door louvers allow full ventilation.*



*35 homerooms are equipped with this recessed combination teacher's wardrobe and bookshelf unit, finished in modern silver gray.*



*Opened door view shows teacher's wardrobe and book shelf unit in use in Euclid Senior High School mathematics department.*



*154 Free-standing Berger single tier lockers and 702 Berger box lockers serve girls' locker and dressing rooms. Boys' locker and dressing rooms include 154 free-standing single tier lockers and 720 truck-mounted Berger wire baskets.*

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# Laboratory Tests\* Prove Apsco Sharpens 2½ Times As Many Points

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Most school authorities do not have time, money, or equipment to run tests on purchased items to determine the best values. Recognizing this, Apsco management decided to perform a new service for pencil sharpener buyers by hiring an impartial testing organization to get the true facts.

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### **Exhaustive Tests**

Then the testing organization was told to sharpen pencils on each of these sharpeners until both models were worn out. The results verified the find-

ings of many similar unofficial tests!

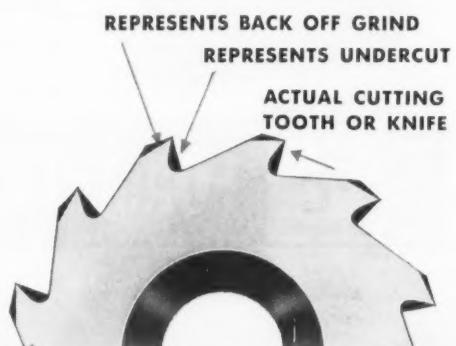
13,484 points were sharpened by the standard Apsco "Giant" Model. The only comparable sharpener became inoperative after sharpening only 5,691 points. The Apsco sharpened 2½ times as many points—and at no extra cost!

### **What does this mean?**

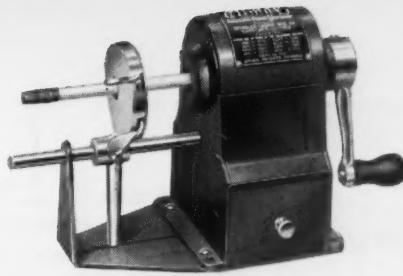
There can be only one deduction. Apsco's exclusive milling process in making case-hardened cutters with the special "under-cut" feature pays off in saving of budget dollars. Apsco's 6% under-cut provides a 20% chip clearance between cutting edges to eliminate cutter clogging. You get 2½ times as many points for each pencil sharpener dollar. You get more years of trouble-free service. You make savings of up to 70% in cutter replacement costs.

Also, the "Premier," "Giant," "Chicago" models are now equipped with a new cutter head which permits use of a 6-thread, fool-proof, screw-on type handle.

Your Apsco dealer is ready and willing to demonstrate any Apsco models to you in your own office. He is qualified to make recommendations of the proper models for your needs. Call him today, or write us for his name.



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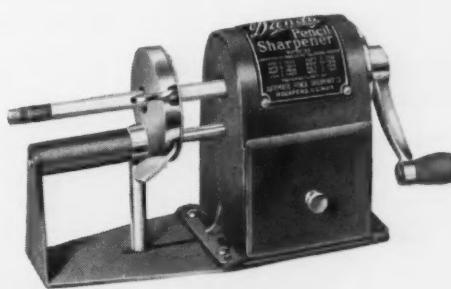


**CLIMAX**—world's finest pencil sharpener, with special 14-tooth, oversize, heavy-duty, cutters that sharpen 125,000 points. Cutters have  $\frac{6}{7}$ " of hardened, sharp cutting edge. Has wonderful Automatic Feeding Device which makes waste of pencils impossible. Constructed of solid steel to withstand hard usage and give complete satisfaction. Easy-operating steel drawer simplifies removal of shavings. Equipped with Pencil Stop and Point Adjuster. Will sharpen all size pencils and wood case crayons. Can be operated as a portable model. Metallic neutral green finish with highly polished, heavily nickelized trim.

**\$12.00**



**WIZARD**—heavy all-steel construction for hardest usage. Steel Cutters. Pencil Stop. Centering Disc. Frame has hinged cover, removable steel drawer to catch shavings. Double bearings on cutter frame. Metallic neutral green, nickelized trim. **\$5.00**



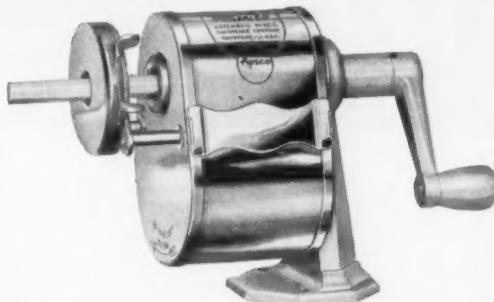
**DANDY**—one of the finest sharpeners you can buy. Has heavy-duty, 12-tooth cutters, with a full  $\frac{5}{4}$ " of cutting edge which remains sharp over tens of thousands of sharpenings. Waste of pencils is eliminated with Apsco Automatic Feeding Device. Ruggedly built of solid steel to stand up under rough handling by students. Large, easy-to-operate steel drawer for quick removal of shavings. Has famous Apsco Pencil Stop and Point Adjuster. Handles all size pencils and wood case crayons. Can be operated as a portable model. Metallic neutral green finish, heavily nickelized trim.

**\$8.00**



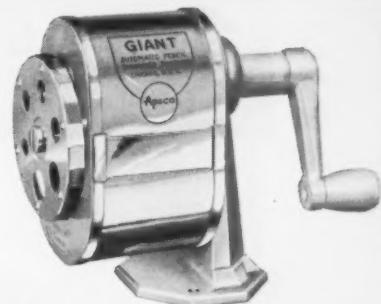
**DEXTER "B"**—all metal base and side plates with outside demountable cutter head screws. All Steel nickel plated receptacle. Extra long steel Cutters, Point Adjuster, Pencil Stop, and revolving Centering Disc with  $\frac{1}{2}$ " assorted hole sizes. Soft grey finish. **\$5.50**

Dexter "A"—with transparent celluloid receptacle. **\$5.00**



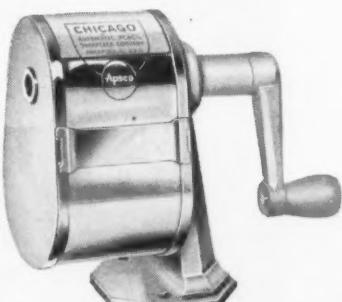
**PREMIER 2N**—equipped with an Apsco Automatic Feed for easier sharpening and elimination of pencil waste. Nickel plated, polished Receptacle conceals all mechanical parts. Complete with Point Adjuster and Pencil Stop. 6-thread, fool-proof, screw-on type Handle. **\$3.75**

Also available with transparent receptacle at same price.



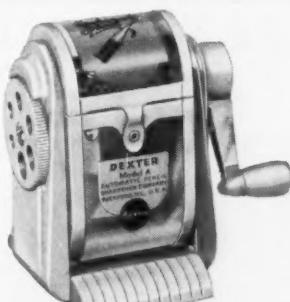
**GIANT 2N**—a low-priced sharpener, built to withstand the wear and tear of everyday school room use. Solid Steel Cutters. Pencil Stop. Nickel plated steel Receptacle. Revolving steel Centering Disc. 6-thread, fool-proof, screw-on type Handle. Soft grey finish, nickel trim. **\$2.50**

Also available with transparent receptacle at same price.



**CHICAGO 2N**—lowest priced sharpener in the Apsco line, yet excels in performance and durability. Under-cut cutters. Nickel-plated, polished steel Receptacle. Pencil Stop. 6-thread, fool-proof, screw-on type Handle. Soft grey finish, nickel trim. **\$2.00**

Also available with transparent celluloid receptacle at same price.



**DEXTER A DRAFTSMAN**—for sharpening drawing pencils. Specially ground Apsco Cutters remove wood, leaving  $\frac{1}{8}$ " exposure of graphite for pointing on sandpaper. Double bearings. Steel Receptacle, enclosed with celluloid. All metal base. Soft grey finish. **\$6.00**

Draftsman Special, similar to above with single bearing. Exposes  $\frac{1}{8}$ " of graphite. **\$3.00**



*Pencil Sharpeners*

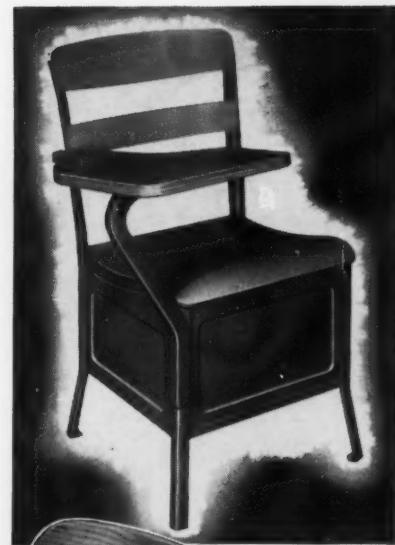
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## POSTURIZED FOR CORRECT SITTING

No. 254 MOBILE DESK

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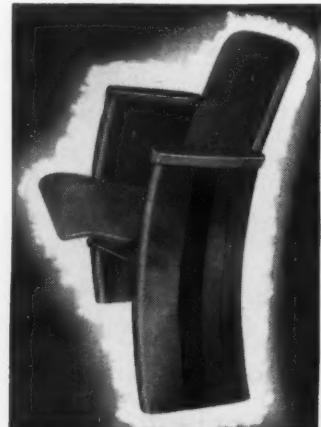
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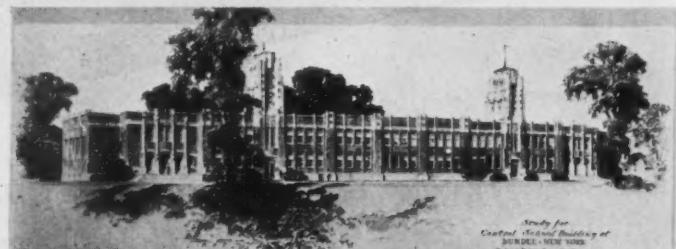
# TODAY'S MODERN SCHOOL



Above: SEAMAN AVENUE SCHOOL, FREEPORT, LONG ISLAND, N. Y. FREDERIC P. WIEDERSUM, ARCHITECT.



Above: CENTRAL SCHOOL, GOSHEN, N. Y.  
Robert R. Graham, Architect



Above: CENTRAL SCHOOL, DUNDEE, N. Y.  
Robert R. Graham, Architect



Above: FORT ANN SCHOOL, FORT ANN, N. Y.  
Carl W. Clark, A. I. A., Architect



Above: JUNIOR-SENIOR HIGH SCHOOL, HARRISON, N. Y.  
Robert P. Vignola, Architect

**ROBERT P. VIGNOLA, Architect**  
Harrison, N. Y.  
(Junior-Senior High School)

I wish to take this opportunity, now that the Junior-Senior High School (Harrison, N. Y.) has been completed, of expressing my appreciation of the business-like way in which your firm carried thru this half million dollar project.

I can assure you that should I have another similar project, I sincerely hope that you may be the successful bidder and that I may have the opportunity of renewing the pleasant relations that have existed throughout the entire construction of this school.

(Signed) Robert P. Vignola



**CARL W. CLARK, A.I.A., Architect**  
Cortland, N. Y.  
(Fort Ann School, Fort Ann, N. Y.)

... Thruout the progress of the work, (at Fort Ann) your corporation was all that one could ask and the completed product is one of which the School authorities, the State authorities and this office are justly proud.

Our administration work was made easy due to the efficient office

**ROBERT R. GRAHAM, Architect**  
Middletown, N. Y.

(Goshen, N. Y., Dundee, N. Y., and Montpelier, Vt.)

The issuance of your final payment on the Goshen project brings to a conclusion 3 years of close association with you on the construction of 3 of my largest school buildings.

It seems appropriate now to thank you for your careful work and to congratulate you on your organization, your superintendence and ability to expedite your work.

It has been a pleasure to work with you, and I trust that we will soon have work which will be of interest to you.

(Signed) Robert R. Graham

# AN INSPIRATIONAL SOURCE FOR AN ENTIRE COMMUNITY



FREDERIC P. WIEDERSUM, Architect  
Valley Stream, N. Y.  
Seaman Avenue School, Freeport, L. I.

The Seaman Avenue School in Freeport, Long Island, was made possible by the broad vision and tireless efforts of the Board of Education, the Superintendent of Schools and the Superintendent of Buildings. They received the wholehearted support and cooperation of the taxpayers of the School District. The building has been carefully and well constructed by your company and it faithfully represents both the ideas of our office and the ideals of those in the District who worked so zealously and unselfishly towards this result.

The school was dedicated in an atmosphere of pleasure and satisfaction by a large group of citizens — the people who had sought and obtained a structure of functional merit, outstanding serviceability and cultural beauty.

We appreciate the businesslike manner in which your organization progressed the construction of this building and we commend your competence in handling the many details which are so important in obtaining satisfactory results. The completed building is a source of gratification to us and, we are quite sure, to the Board of Education and the entire community which it now serves.

(Signed) Frederic P. Wiedersum

Today's modern, functional approach to school construction vastly advances the educational, recreational and intellectual opportunities of the community. John A. Johnson & Sons is responsible for the erection of some of America's finest functional schools.

In addition to those illustrated on this page, at Freeport, Dundee, Goshen, Harrison and Fort Ann, N. Y., other outstanding schools constructed by Johnson include the Senior High School and Community Facilities at Oak Ridge, Tennessee, the Elementary School at Montpelier, Vermont, schools at Sampson, N. Y., Wapakoneta, Ohio, Warner Robins, Ga., Oneida, Tenn., and several schools and school additions at Knoxville, Tenn.

Equally outstanding modern functional buildings have been erected by Johnson in several other fields. The Johnson organization is responsible for many of the nation's finest hospitals, institutions and other public buildings, as well as huge housing projects and entire urban communities including utilities and all necessary facilities.

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AND FAIR DEALING AN OBLIGATION"

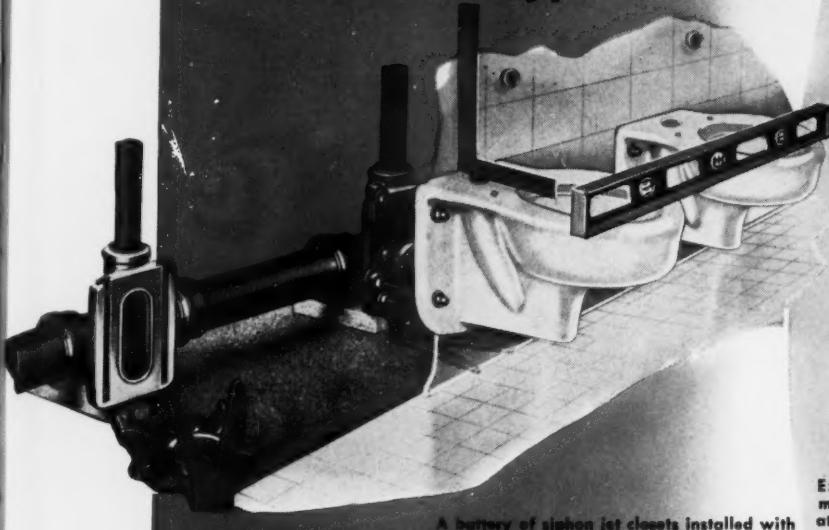


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Zurn Carrier for wall type lavatory. There's a complete line of Zurn Engineered Wall Fixture Carriers for all types and makes of lavatories, urinals, drainboard sinks, sterilizers and other wall-type plumbing fixtures.



One of several types of Zurn Engineered Carriers for wall type urinals. With Zurn Carriers, fixtures may be adjusted to any required height from the floor.

Wall type fixtures achieve a higher standard of sanitation, and save maintenance money. With clear, unobstructed floor areas, cleaning is quicker, easier, more economical. Their use does not leave a building that is otherwise well planned and equipped vulnerable to premature obsolescence. Wall type fixtures installed with Zurn Engineered Carriers impart no damaging strain to the finished wall.

Zurn Wall Closet Fittings and Carriers are engineered to support wall type fixtures — off the floor, free of the wall—safely, securely, and in permanent alignment. All necessary adjustments are simple; assembly and installation are fast—free of mistakes, delays and grief on the job.

Zurn Wall Closet Fittings and Carriers are widely used in commercial, industrial and institutional buildings from coast to coast — for installation of all types and makes of wall closet bowls and wall type fixtures. Consult a Zurn representative about wall fixture plumbing.

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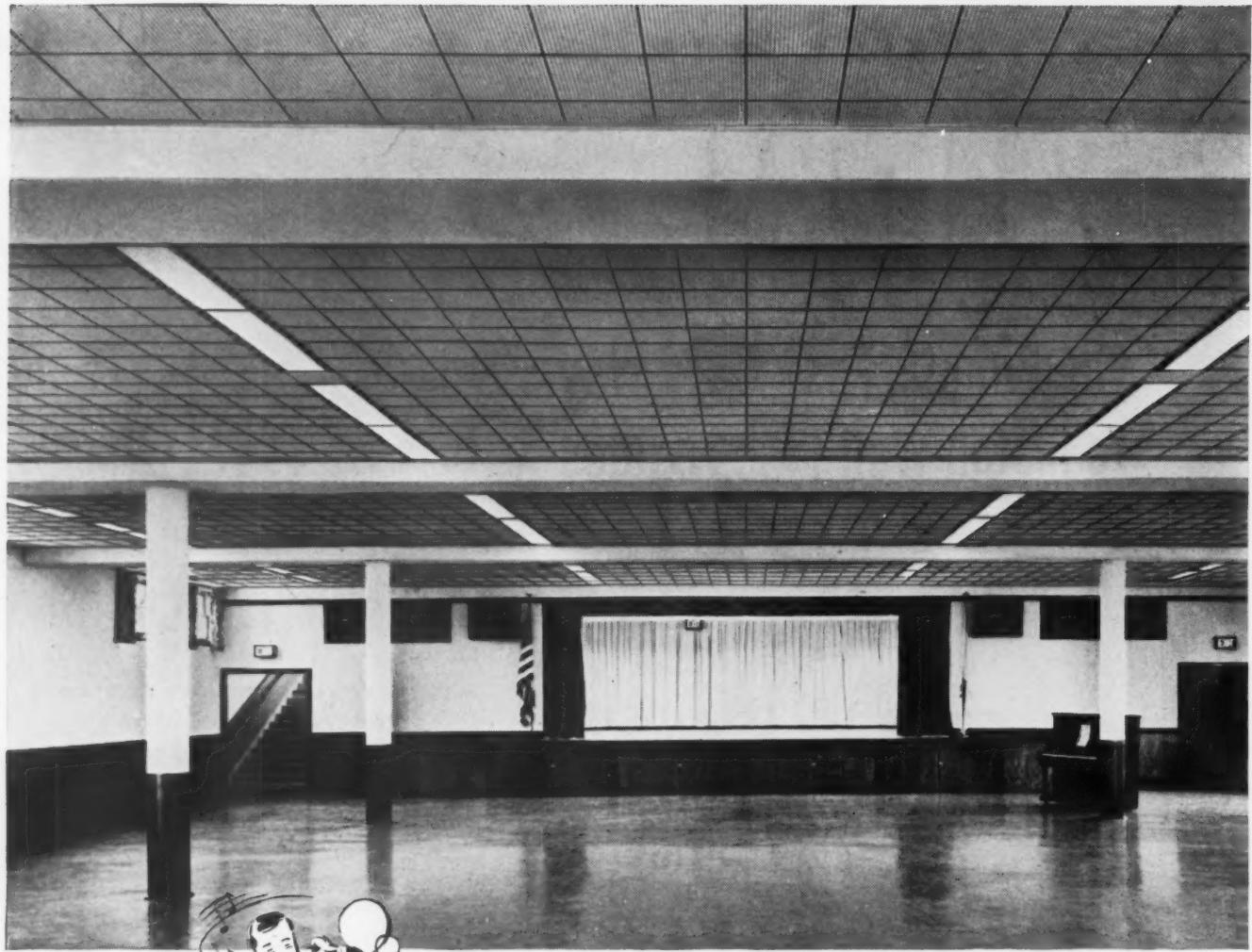
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PRODUCTS FOR EVERY SOUND CONDITIONING PROBLEM

# Looking Forward

## Teaching Controversial Issues

WHEN the New Jersey State Board of Education adopted a statement of nine policies for the teaching of controversial questions in schools, it went far beyond lip service to an ideal. Anyone who thinks realistically about public education takes for granted that the consideration of controversial issues has a legitimate place in the school. The New Jersey board, after fully recognizing this function of education, sets up definite responsibilities and outlines conditions under which such teaching may be done acceptably.

The first step, say Commissioner James H. Bosshart and the New Jersey state board, is up to the local board of education. It should "go on record with a declaration of policies for handling controversial questions in the schools. Having done so, it should protect the teaching and administrative personnel from partisan pressures."

The New Jersey board emphasizes that the student needs to develop "technics for considering controversial questions—technics which he will habitually use in later life." Students need especially to learn and to *practice the right to disagree* and the *right way to disagree*.

And then it hits at the crux of the problem, namely, that a controversial question must be handled "in an appropriate setting by a teacher prepared for such a responsibility. A student would be better uninformed about a question than misinformed about it."

The teacher needs to be competent not only in handling planned discussions, says the state board, but also in discerning the controversial nature of questions which arise unexpectedly, and in handling them accordingly.

Essential in the preparation of the teacher is training in group thinking. Also important is the teacher's control over his own prejudices, plus the unique ability of maintaining suspended judgment. If in our schools we can develop respect for the opinions of others along with processes of creative group thinking, we shall have gone a long way toward making democracy real.

"But," protests the citizen, "there are some questions that should not be discussed in the schools. Who shall decide?"

"The school must decide," the New Jersey board answers, and the decision "should be based on such considerations as the timeliness of the question, the maturity of the students, the needs of the students, and the purposes of the school. The school must determine how much time and how much emphasis shall be given the question."

Does the citizen have any right to protest?

Yes, indeed, says Policy 9: "A citizen has a right to assume that controversial questions are being presented fairly and to protest to the board of education if convinced that they are not. No individual or group can claim the right to present arguments directly to students in school. Such a 'right' would make the schools battlegrounds for dozens of kinds of controversies."

The New Jersey state board has challenged school administrators not only in New Jersey but also throughout the nation. Pertinent questions for every school district are: (1) Are controversial questions actually being studied and in a planned and acceptable manner? (2) Is our teaching personnel qualified to deal with controversial subjects? (3) What provisions have been made for the preparation of teachers for this responsibility? (4) Are we providing suitable materials, sources that give students and teachers access to more than one point of view or interpretation? (5) Does our public relations program help the community to understand why and how controversial issues are studied? Most important (6) Has the board of education adopted a statement of policies?

In the words of Commissioner Bosshart, "the search for truth is a basic function of public education in America, and it is our responsibility to teach young people how to search for the truth."

## His Words Live On

SO THAT his words as well as his deeds may continue as an influence not only in Milwaukee but for schools throughout the nation, the educational philosophy of the late Lowell P. Goodrich has been incorporated in the 90th (1949) annual report of the superintendent of Milwaukee's public schools. The plans which Mr. Goodrich had made for the 1949 report were laid aside, because it was the unanimous opinion of his co-workers that a concise statement of his administrative wisdom would provide a greater service to education and a most appropriate memorial.

Gleaned from addresses, interviews, news items and various educational writings, the practical philosophy of the late Milwaukee superintendent has been organized and edited in a 52 page brochure, the text being interlaced with full-page photographs showing how his words were put into practice in the school system that he headed.

Appropriate indeed as a memorial, the report also is an inspiration for all who shared his ideals.

## **Feinberg Law Subversive**

**S**MALL service, indeed, to our democracy is afforded by emulating the tactics of communism and by destroying the guarantees of freedom."

These positive words by the New York State supreme court are but a sample of the unequivocal manner in which the court completely denounced the Feinberg law passed by that state's 1949 legislature. This statute would have barred from public school employment any individual who was a member of any organization that the New York Board of Regents might consider to be "subversive."

The opinion, written by Mr. Justice Schirick, continues: "The court finds it hard to believe that it is necessary to resort to witch hunting in our schools to displace misfits."

In declaring that the Feinberg law contravenes provisions of the constitutions of the United States and of the state of New York, the court condemned the legislation on two major counts: First, it inflicts punishment without a judicial trial; second, it violates the due-process clause of the 14th Amendment:

"No more than Congress are state legislatures permitted to interfere with the free exercise of religion, to abridge the freedom of speech or of the press or the right of the people peaceably to assemble and to petition the government for redress of grievances."

Earlier decisions were quoted to show that "eligibility to hold a school position . . . enjoys constitutional status and protection of which one may not be deprived upon grounds or by procedures which violate our basic law."

The New York justices took a broad and liberal view of "the undoubted power of the state to set up qualifications for school personnel. Any test bearing reasonable relation to the fitness of an applicant or incumbent to teach our children may of course be applied and administered. Manifestly such qualifications include not only scholastic attainment and technical skill. The state may go further, and reasonably require that those whom it employs to guide its young be men and women of sound character, and imbued with a love of our traditions and democratic heritage. Such tests, properly applied, do not contravene the Constitution."

But "the power to fix and determine the qualifications of its employes must, however, like other governmental powers, be exercised in a manner which does not transgress the limitations which the Constitution has placed upon all powers of government."

The supreme court emphasized a fact that was noted in these columns last June, namely, that *no previous* legislation had outlawed the Communist party. The Feinberg statute requires no proof that membership in the Communist party or any other "subversive" group "bears any logical relation to such members' fitness as teachers."

The court made clear that it is not "oblivious to the practices of international communism, which have been met with such universal and well merited contempt among free men."

In substance, the court turns to the New York legislature and asks bluntly, "What do you mean by the term 'subversive'?" Actually it said: "If common usage is in-

tended, the words 'treasonable' and 'seditious' are not different from 'subversive.' Aside from a general impression, they impart that the speaker's attitude is hostile and disapproving; they connote little that is definite or precise. They mean different things to different people."

In further warnings, the bench quoted from one of its earlier decisions: "Statutes defining crimes fail of their purpose if they do not establish some reasonable standards of guilt. Legislation may run afoul of the due-process clause because it fails to give adequate guidance to those who would be law abiding, to advise defendants of the nature of the offense with which they are charged, or to guide courts in trying those who are accused."

In addition to its vagueness, the Feinberg law, according to the supreme court opinion, "fails to meet the minimum standards of fairness required of an administrative proceeding. It offers no basis for depriving any man of the basic rights and privileges of citizenship unless mere association can constitute lawful cause therefor."

The decision then condemns the Feinberg law for its doctrine of guilt by association. The statute requires that membership in any organization which the board of regents lists as subversive shall constitute *prima facie* evidence of disqualification.

Since no proof of the doctrines and program of any organization is required, the court wants to know how the mere fact of membership in a so-called subversive organization establishes the entire concept of advocacy of the overthrow of government by violence.

"Nothing is proven," obviously warns the court, "and constitutionally nothing can be inferred. . . . It follows that the only factual basis for disqualification under the statute is the fact of membership in an organization. As to the individual, no proof of illegal purpose or action is required." This is "guilt by association with a vengeance."

All of us can thank Providence for the wisdom and courage of the New York State supreme court. It has revealed the Feinberg law as hysteria prompted by a false notion of expediency. This editorial agrees that such legislation is not the answer to the menace of communism. Our free institutions offer more effective means of "combating excesses without destroying essentials."

## **Crusader, 1950**

**A**MERICAN teachers hold a position in world history never accorded to those of any nation at any time. I can think of no group in whom more vision of things to come and more of the spirit of the crusader are needed in order that there may be intelligent leading and following among our citizens of the future."

These words of Robert E. McConnell, president of Central Washington College of Education, have additional meaning for the school administrator. His crusading must be effective not only for the school board and the community he serves but also for the teaching personnel of which he is the professional leader.

*The Editor*

The NATION'S SCHOOLS



# TEXAS SECEDES

***from traditions of state poverty***

TO UNDERSTAND the dynamic metamorphosis in Texas state school support, one must first understand Texas—and Texans.

Texas is a land of contrasts. Green, smiling hills, with neat and prosperous farms, dip sharply into sun baked rangeland where taxable property thins to negligible value. Lush oilfields, as lush in tax returns as in "black gold" itself, taper into hot, stubborn cotton country, where sharecroppers' shacks yield reluctant taxes from absentee owners.

Punctuating all, the white towers and homes of the wealthy in Texas' vast cities rise in majesty above slum

squalor that leaves northern visitors gaping with disbelief.

In all corners of Texas, children are born—and to all classes of Texans. The hillbilly braggart, the soft spoken rancher who has been the builder for generations, the city dweller, the Latin-American, the Negro, all send their children to the nearest school.

Bringing equal educational opportunity to this polyglot jumble has been a prime Texas headache, almost from the inception of state education support.

But in 1949, through the "Gilmer-Aikin system of legislation," the almost impossible has been achieved. Every child in Texas has been assured the financial means for a minimum school program, regardless of economic, geographical and even racial differences. Whether curriculums will keep pace is another question. But the funds are

**LEWIS C. FAY**

San Antonio, Tex.

there, with an assured \$163 per child for a minimum foundation program. Financially, with respect to its schools, Texas has seceded from the "poor South."

Under the Gilmer-Aikin school support formula, an over-all cost of a minimum school program is determined. Deducted from this is a constitutional per capita payment. Also deducted is the sum of \$45,000,000, which must be raised by the counties themselves through local school taxation or whatever means they wish. The remainder, save for a small county per capita fund, comes from the state, in the form of equalization aid.

The \$45,000,000 is an arbitrary figure, arrived at by careful study of the amounts counties raised for school

**The landscape above shows Texas as a land of contrasts: cultivated farmlands, uncultivated range, and, beyond, the fertile green hills.**

purposes the preceding year. The equalization payment by the state, per child, varies from nothing at all in a few oil-rich counties to \$371.13 in one land-poor county.

Because of sharply increased benefits to larger districts, consolidations have proceeded apace and are continuing. In 1948, Texas had 4412 school districts. As in many another state, blind provincialism, a false sense of independence, and a warped concept of local autonomy had kept innumerable schools in a deplorable state.

As against 4412 districts in 1948, Texas in December 1949 had 2600 districts, with most of the consolidations accomplished since the effective June 1949 date of the Gilmer-Aikin legislation.

In 1948, there were only eight county unit systems. At the end of 1949, a total of 24 county unit systems had been organized.

It has not taken Texas school boards and local civic leaders long to understand that two districts consolidated into one offer advantages under the Gilmer-Aikin laws that cannot possibly be achieved independently.

Such, at any rate, is the explanation of L. P. Sturgeon, who, as director of the Foundation School Program Act

division of the state auditor's office, has administered all financial functions of the Texas state school system since the effective date of the law.

Nonfinancial functions, such as certification and others, remain in the hands of the present superintendent of public instruction, L. A. Woods, until appointment of Texas' new "commissioner of education" in February. At that time, all educational functions, nonfinancial as well as financial, are to be consolidated in the one office.

\* \* \*

Briefly, the Gilmer-Aikin system of legislation consists of three laws, proposed in effect by the Gilmer-Aikin committee on education of 1947 and enacted by the 1949 Texas legislature.

The first, still identified as Senate Bill 115, effected a complete reorganization at the state level. It discontinued the appointive nine-member state board of education and the elective office of state superintendent of public instruction, substituting an elective 21 member board with power to appoint a commissioner of education, who will be the chief executive officer. The senate must confirm the board's choice.

The second law, Senate Bill 116, embodies the school-aid formula. The third law, Senate Bill 117, set up the "Foundation School Fund" and provided means for replenishing it and authority for distributing it in accordance with the foundation law.

Senate Bill 116, the "Minimum Foundation School Law,"—

1. Guarantees "to each child of school age in Texas . . . a minimum foundation school program for nine full months of the year. . . ."

2. Defines the professional positions and services for which equalization aid will help to pay, starting with classroom teachers and proceeding upward through superintendents and including operating and transportation costs.

3. Provides that the number of "professional units," that is, teachers, special teachers, supervisors, principals and so forth, shall be based upon average daily attendance the preceding year, not on school census.

4. Provides a formula for determining the number of classroom teacher units to which a district is entitled. For example, in school districts having 1600 or more pupils in A.D.A., one classroom teacher unit for each 26 pupils is authorized.



State Senator A. M. Aikin was senate sponsor of the new system of state support to equalize and improve educational opportunities.

5. Provides a formula for finding the number of administrative (principal and supervisor) and special teacher units. The formula is based on the number of classroom teacher units.

6. Sets up a minimum salary schedule, with which local districts must comply to be eligible for equalization aid. Minimum base pay for a classroom teacher with a bachelor's degree and no experience is \$267 per month, or \$2403 for a nine-month school year. Minimums graduate upward in terms of additional experience, higher degrees, and, of course, administrative status.

7. Sets up a schedule of allowable current operating costs.

8. Sets up a schedule of allowable transportation costs.

9. Provides a formula for financing the foundation program.

10. Enforces consolidation of dormant districts, that is, districts in which for the preceding two years no school had operated.

11. Provides that the state commissioner of education shall determine annually (a) the amount of money necessary for operation of a foundation program; (b) the amount of local funds to be assigned and charged to each district, and (c) the per capita apportionment from state and county available school funds.

Perhaps the most interesting aspect of the Gilmer-Aikin system, and the one that best reflects Texas' polyglot



State Representative Claude Gilmer, whose resolution for a statewide study of the public schools proved the initial step in a complete metamorphosis of school support in the Lone Star state.

composition, is the financing system provided in the foundation law.

Taking the \$45,000,000 sum agreed upon as a reasonable local contribution to the program, the Gilmer-Aikin study committee worked out an "economic index" for each county, that is, a percentage of the \$45,000,000 that the county could afford to contribute.

#### INDEX BASED ON THREE FACTORS

The index was determined by and based upon three factors (and will be so determined and based in subsequent reevaluations): First, the assessed valuation of the county. This was given a 20 per cent weighting in the final determination of ability to pay. Second, the school population of the county, weighted by .8. Third, the income for the county. The last was measured by value of manufactures, agricultural products, minerals produced, retail pay rolls, wholesale pay rolls, and service establishment pay rolls. Such income was given a 72 per cent weighting in the determination of the index.

Oil-rich Harris County (Houston), for example, was found able to contribute 10.403 per cent of the locally assessed \$45,000,000. Land-poor Loving County, at the other extreme, could be expected to raise only 0.015 per cent of the total. Harris County receives, in equalization aid, \$41.12 per child, by no means the lowest amount since some counties receive no aid at all. Loving County, with the lowest index, receives the highest per-pupil equalization payment, \$371.13.

Within each county, the amount each district must contribute to the index-affixed total is determined by simple arithmetic: discovering the percentage of the total county valuation embraced by each district's valuation. This figure represents the per cent of the county total the individual district must raise.

So much for local contribution. A small county per capita fund, available from various sources and amounting to about \$500,000 over the whole state, is taken into account, as is a \$48 state per capita (census basis), amounting to some \$72,000,000, for Texas' million and a half school age children, of whom 1,098,757 pupils are in average daily attendance. The remainder of the \$181,593,637 total cost of the foundation program—figured at \$66,662,193—comes from the Foundation Program Fund, in the form of equalization aid.

No district is required to raise funds locally. It can get the state money anyhow. However, the amount it should raise locally is charged against the district as budgetary receipts, whether it is collected or not.

And here is the clincher: The district must maintain the minimum salary schedule set forth in the law or become ineligible for any state equalization aid at all.

What this comes down to, Mr. Sturgeon says, is this: Every district in the state is participating. Eighty per cent of all districts are, this year, operating in excess of the minimum program, through above-minimum contribution locally, operating an "enriched" program with more special teachers, more supervisors, and lighter pupil loads. Seven entire counties re-

people resident in their districts, are tightening attendance regulations, going out and getting the pupils into school. This means more education for more children. And it also means more money for the district, since a higher A.D.A. brings with it consequent greater benefits from the foundation program. Superintendents cannot afford to let children in their districts go without schooling.

It is this factor, too, unquestionably, that is promoting consolidations. Simply, the higher A.D.A. the more classroom teacher units permitted. And the more classroom teacher units, the more administrative units, special teacher units, and so forth.

The Gilmer-Aikin system of legislation appears to have had its roots in the desire to require local districts to do more for themselves. This is known to have been in the thinking of Rep. Claude Gilmer when the original resolution proposing a Texas-wide study of schools was introduced.

And it's unquestionably true that many districts, before Gilmer-Aikin perhaps as many as 90, were levying no school taxes at all, depending entirely on state aid. All these were rural districts, in most cases entirely capable of levying and collecting school taxes but overcautious with their tax money.

#### TEACHERS DID SPADEWORK

But there was a great deal more behind the Gilmer-Aikin system than the delinquencies of a few districts. There had been a long series of campaigns by the Texas State Teachers Association, for example, to raise the state per capita allowance and to achieve other benefits.

If the Gilmer-Aikin system has any single factor at its root, it may well be the 1943 research of the Texas State Teachers Association. The association discovered and publicized the fact that the average salary of Texas' 42,786 classroom teachers was only \$1117, and that 29,537 of the teachers received less than \$1200 annually. This was when World War II was already two years old and when salaries and living costs generally had been spiraling upward for three and a half years. The average Texas administrator's salary was \$2119.

How had this situation come about? In 1933, when Texas' now retiring superintendent of public instruction entered office, state money for schools was distributed on two bases: a per



State Representative Rae Files Still, a teacher herself, provided the type of legislative leadership for which the Texas school people acclaim her as their Joan of Arc.

ceive no equalization aid at all, since their locally raised funds plus the state per capita allowance equals or exceeds the cost of the minimum program.

In Mr. Sturgeon's opinion, the basing of equalization benefits on A.D.A., rather than on child census enumeration, is resulting in the highest enrollments and the highest A.D.A. in Texas school history.

Superintendents, he indicates, unable to collect full state aid merely on the basis of the number of school age

capita distribution of \$16 per census child and equalization aid or so-called "rural aid" to districts with a school population of 500 or fewer pupils. This equalization money comprised a special appropriation by the legislature to supplement the per capita.

The per capita money came from a constitutional fund known as the "available school fund." Its main sources of income were "occupational" taxes, including particularly an at-the-well tax on oil production and state cigaret taxes. Until 1933, one-fourth of the oil tax and half of the cigaret tax money went into the allowable school fund.

In 1933, in the face of depression cutback pressures and a 28 per cent reduction for all state departments, school people, mainly through the T.S.T.A., demanded and obtained for the allowable school fund all of the cigaret tax money and half, instead of a fourth, of the oil tax money, thus staving off wholesale closing of Texas schools.

The Texas constitution provided that the allowable school fund be distributed annually to schools. However, the legislature clung to part of the fund, limiting the per capita amount and building a surplus.

#### EMERGING FROM BACKWOODS

Then came World War II, with resultant tremendous expansion in Texas. More oil was produced. More cigarettes were smoked. And the allowable school fund quickly accumulated a handsome surplus which, but for the statutory limitation on the per capita distribution, could have financed a much better minimum program.

Schoolmen obtained an attorney general's opinion to the effect that neither the legislature nor the state board of education had any legal right to limit payment of the allowable school fund beneath whatever per capita level the disbursing authorities deemed essential, up to and including the total allowable school fund. This is apparently the point at which Texas schools began to emerge from the financial backwoods.

With only an attorney general's opinion and no court ruling to make it official, schoolmen in 1945 again demanded statutory removal of the limitation. The T.S.T.A. brought in a formula contemplating a \$35 per capita payment (it had been \$16 in 1933) and a \$150 per month average salary level, the entering wedge for a mini-

mum salary law. The legislative fight was rough but successful.

With the 1947 legislative session, the T.S.T.A. set out for a \$55 per capita distribution and a \$2000 minimum salary law. This was the campaign that blossomed in amazing ways to give birth to the Gilmer-Aikin study committee and subsequently to the foundation school law.

A Texas legislator from Rock Springs, one Claude Gilmer, looked over the distribution methods contemplated and publicly described them as unsound.

#### ADMINISTRATORS MOVE IN

Not in the legislative field theretofore, the Texas Association of School Administrators and its 1946 president, R. L. Williams, now superintendent at Beaumont, must claim a share of credit for jarring loose forces that were to result in the Texas foundation law. For that year, Mr. Williams appointed a policy commission of eight or nine members, which assembled opinions from the T.A.S.A. membership and drew up a policy statement of 14 items.

Preeminent among the 14 items were (1) a proposal for a statewide study of the organization of local school districts and a study of school finances generally, and (2) a proposal for reorganization at the state level.

When the T.A.S.A. policy statement, distributed to all legislators, hit the desk of Representative Gilmer, he promptly entered a resolution in the legislature calling for a thorough study of Texas schools by an unbiased committee. His resolution contained, but later omitted, some uncomplimentary comments about schools and educators, with particular reference to money spending proclivities.

In the political melee that always accompanies a high-pressure state campaign, many things happened. The Gilmer resolution and the T.S.T.A.'s \$55 per capita-\$2000 minimum salary bills were maneuvered into position where both might pass but neither might pass alone. They were a kind of mutual compromise.

In the senate, Sen. A. M. Aikin, of Paris, Tex., long-time friend of Texas schools, sponsored the T.S.T.A. bills and helped in obtaining their passage. Concurrently with their passage, and as part of the "deal," Representative Gilmer's resolution for a statewide study was adopted.

Thus was the Gilmer-Aikin committee on education born. It met and

organized in the late summer of 1947. Consisting of 18 members, six each named by the governor, the lieutenant-governor, and the speaker of the house, the committee at first had little prestige. Even among schoolmen, the impression grew, partly because of Gilmer's testy attitude toward school spending, that the committee was a tool of big business, a device to crush state education support once and for all.

This feeling was by no means dispelled when Sen. James Taylor, of Kerens, long-time confidant and public relations director for the Texas Manufacturers Association, was named chairman of the committee. Since January 1949 he has been executive director of the Texas Motor Transportation Association.

Senator Taylor himself, however, proved as public spirited and school minded as any member of the committee. At the start of its deliberations, he made it plain that—whatever the committee might decide—once its report left the committee he would back it wholeheartedly from then on in.

Senator Taylor's closeness to big business was both an asset and a liability to the committee. For one thing, known and liked among big business lobbies, he was able to persuade them to adopt a wait-and-see attitude when the committee took up its work. And they did stand off. This in itself could have proved disastrous for the prestige of the committee's final report. For some school people, noting the lack of opposition from big business, became suspicious, concluding that the program was being shaped to sell the schools down the river.

Somewhat desultorily, the committee continued its discussions until, as one Austin observer puts it, "the key began to fit." L. D. Haskew, dean of education, University of Texas, serving as technical consultant to the committee, offered a plan, almost immediately embraced by Senator Taylor and put quickly into action.

#### COUNTY COMMITTEES STARTED

Dean Haskew proposed that wider participation in the committee's discussions might win wider public support of its findings. This concept, simple and effective in essence, broadened almost at once into a plan for county committees to aid the major group.

County committees in all of Texas' 254 counties met and 133 of them

submitted detailed reports, thus assisting in the selection of issues and in gathering data. But more important than their actual contributions was their value in building prestige for the committee's final report. The result was that when the report of the study committee finally emerged, 14½ months after its deliberations started, the movement had fairly strong backing.

This, J. W. Edgar, superintendent at Austin and study committee member, says, is due mainly to Dean Haskew's county-participation proposal and to Chairman Taylor's quick acceptance of and action on the plan.

\* \* \*

An unhappy circumstance must by now be recognized. The chief state school officer opposed, from the start, any reorganization at the state level and vigorously opposed, according to Paul Bolton, Austin, a member of the new state board, enactment of the reorganization law.

Outsiders, viewing the reorganization and the complete overturn of Supt. L. A. Woods and his administration, are inclined to seek political motives behind the entire Gilmer-Aikin structure. It is true that Supt. Woods wielded some political power at one time. He once had 21 deputy superintendents strategically situated, one in each Texas congressional district. Long before the Gilmer-Aikin battle began, however, his deputies were cut by the legislature to 16, later to 12.

In the words of Charles H. Tennyson, director of public relations for the T.S.T.A., the "great, underlying basis of the Gilmer-Aikin laws is 99 per cent simply the need of the schools." If 1 per cent of politics entered the picture, the percentage was uncommonly small for a shuffle of such magnitude.

The personal aspects of the Gilmer-Aikin legislative fight itself sparkle with determination and selflessness. Many educators point to Senator Taylor as a fine example of a public spirited citizen, as a man who put the welfare of Texas' schools above any personal considerations and carried on a good fight.

Throughout the campaign for passage of the three basic laws, nowhere was leadership more vital than in the person of Representative Rae Files Still, chairman of the house education committee and a Waxahachie high



**State Senator James Taylor was chairman of the effective Gilmer-Aikin statewide study committee.**

school history teacher. Mrs. Still, youthful and dynamic, furnished a type of leadership in the house and on the education committee that many school people credit, more than any other single factor, with success of the program. In the words of one Austin observer, "Rae Files Still could take her pick of teaching positions in Texas. The folks really love her."

And there was George Nokes Jr., a house "youngster," who staked his entire future in public life on the Gilmer-Aikin program and sponsored it with determination and tenacity. Facing a special election in his district on Nov. 8, 1949, Representative Nokes ran solely on the proposition that he had worked for a solid foundation for Texas schools, and he whipped his opponent.

#### TRIUMPH OF COOPERATION

Beyond the legislature and the study committee membership, educators point out two others as sharing largely in credit for development of the legislation and the passing of it through the law-making bodies, Joe C. Humphrey, Abilene high school principal, T.S.T.A., and H. L. Foster, superintendent at Longview, T.A.S.A., 1949 presidents of their respective organizations.

The late Gov. Beauford Jester pledged his support to the study committee at the start of its deliberations and later signed the Gilmer-Aikin acts.

In Supt. Edgar's opinion, enactment of the Gilmer-Aikin legislation is a triumph of cooperation and leader-

ship. To him, an on-the-ground observer throughout the entire affair, three aspects of the development of the legislation are salient:

"First," he says, "there was leadership. Leadership in the study committee and the building of its report and also both in and out of the legislature during the legislative campaign.

"Then, one must give tremendous credit to the idea of setting up county study groups, a concept brought in by Dean Haskew and immediately embraced and acted upon by Chairman Taylor.

"Finally, there is the remarkable manner in which the study committee and the whole concept of reorganization at the state level survived a bad start and grew in prestige."

What of the future? That will depend, of course, on administration and, in very large measure, on the new state board's selection of a commissioner. The board itself has met and organized and, in December, discussed qualifications of various possible commissioners.

#### NEW BOARD CAPABLE

In the opinion of Mr. Sturgeon, the new board is most fortunate in its personnel. He maintains that election of this board refutes once and for all the argument that capable citizens won't run for unpaid public office. Chairman of the board is R. B. Anderson, Vernon, former legislator, assistant attorney general, state tax commissioner, and University of Texas law professor.

Paul Bolton, Austin radio commentator and a member of the new board, says the board is interested, more as individuals than as a group so far, in promoting a statewide study of higher education, having many overtones similar to the Gilmer-Aikin study. The board's interest, of course, is to improve the quality of teaching through improving the capability of teachers. Mr. Bolton points to the drastic need for an over-all coordinating agency in higher education, mentioning many instances of uneconomic operation and of overlapping functions among state colleges.

Thus is the thinking of the new state board of education already directed, at least informally, toward curriculum improvement and teacher improvement. Financially, Texas schools have moved forward a generation within the space of two years.



Chicago Public Schools Photograph

## WE HAVE NOT SOLVED THE YOUTH PROBLEM

KENNETH B. HENDERSON

Associate Professor of Education  
University of Illinois

The high school  
will do well to  
provide students  
with some kind of  
work experience.

A LENGTHENED period of adolescence is one of the characteristics of our present way of life, say sociologists and cultural anthropologists. This lengthening span is not of our choosing. Part way through the economic square dance we "swapped" partners, changed from an agrarian economy to an industrial economy. The change was a wise one. But now we find we are swinging (or being swung by) interlopers who, although we didn't know it at the time, dance in the same set. One of these interlopers is the prolonged period of adolescence.

### CAUSE OF LENGTHENING PERIOD

The cause is chiefly an economic one. It has become difficult for youths to get jobs and to become self-supporting. As a result, there is a period during which they have to put in their time until the labor market will accept them.

There are several reasons for the delayed entrance into employment:

1. Unions and professions alike are insisting on a longer period of training because of the increase in the "know-how" one must have to be a skilled artisan.

2. The steady increase in the proportion of our population in the group

more than 50 years of age means that these people need to hold a job longer. So far we have not worked out a plan to allow a man to be retired (if such is to his and society's best interests) at 55 years of age and thereby to make his job available for a younger man.

3. Improved technology has meant a decrease in the number of jobs available.

This lengthened period of adolescence is making it increasingly difficult for youths to convince themselves that they "count"; that they really are adequate; that they can assume responsibility, and that without them the family's standard of living would be lowered.

In an agrarian age children were economic assets. The more children a man had, the more land he could cultivate. This was quite apparent to the children, who could see that their efforts and "stint" made a difference.

Now, especially in cities, children are an economic liability. They find it difficult to get jobs. The labor-saving devices in the home even make it difficult for them to view their allowance as anything other than a dole. They often, if we believe what psychiatrists report, find it difficult to develop a feeling of belonging and the self-con-

fidence that comes with assumption of responsibility.

A second point is that a long period of preparation is wearisome. Adolescents seem to live in two worlds: the life within the school and the life outside the school. So often the twain, like Kipling's East and West, never meet. Interest in an academic education, sanctioned by adults, lags. The low holding power of our high schools is, in part, attributable to a long period of learning how to fly cast in a stream in which the students are fairly sure there are few fish.

### IMPLICATIONS FOR HIGH SCHOOLS

One implication for the high school hinges on the issue of whether the high school is to be a custodial agency for youths—a place where they are to spend some of their time during the interim between childhood and adulthood. One argument for the upward extension of secondary education to include Grades 13 and 14 is based on the premise that we have to find something for young people to do. More education is a good thing; besides, it keeps youths off the streets and out of their parents' "hair." So goes one version of the argument.

There is cause to question such a "solution." Some educators and parents have a mental stereotype of what "education" is. That stereotype, a ghost of the past, dictates that education be ladled out in the traditional compartmentalized subjects. Should such a bill of fare be offered many students in two additional years of secondary education, it is doubtful that it would be more than busy work.

**Getting a job is one of the most important events in a boy's life.**

We have ample evidence that such a program is badly suited to many adolescents.

But if we are willing to face up to the real-life problems of youth and to give these some place in the curriculum, such an extended education can be defended. Moreover, the present secondary education program will be vitalized. There is not much argument concerning what these real-life problems are. We have abundant evidence from many quarters. The trick is to convince some educators and parents that the secondary school should do something about them.

The follow-up study of the Illinois secondary school curriculum program, the fifth of the basic studies of the state program, is one technic that has been devised to do this trick. Fifty-five real-life problems of youth have been selected. These are classified under eight heads: (1) earning a living; (2) developing an effective personality; (3) living healthfully and safely; (4) managing personal finances wisely; (5) spending leisure time wholesomely and enjoyably; (6) taking an effective part in civic affairs; (7) preparing for marriage, homemaking and parenthood, and (8) making effective use of educational opportunity.

#### **ASK THE GRADUATES**

Using the questionnaires based on these problems, a school can obtain evidence from its graduates as to whether they: (1) are actually meeting these problems; (2) are meeting them successfully, and (3) were helped by the school to solve these problems. The study also employs a questionnaire entitled "What Do You Think?" This asks parents, non-parents, teachers and students for their estimate of the importance of such problems and whether the school should assume responsibility for helping youth with these problems. All these sets of data are then used in public meetings to build the consensus



Cleveland Public Schools Photograph

that any grass-roots curriculum developmental program must have.\*

A second implication for the high school is a clear call for some kind of work experience. In our culture, getting a job, at least for a boy, is one of the most important events in life. It tells a youth he has been accepted by adults. It builds confidence and a sense of independence. Both are important for mental health, and both are difficult for youth to obtain in our present social scheme.

Where such work-experience programs operate most successfully, they have the following characteristics:

1. Schools take the lead, but labor organizations and management share in planning, determining policies, obtaining positions, and providing on-the-job training.

2. Students spend part of their time at work and part in school.

3. The work-experience and classroom activities are carefully coordinated and supervised by a vocational education teacher.

4. The work-experience program involves both work for which the student is paid and work of a socially use-

ful nature for which the student is not paid. The latter work experience is in the form of projects cooperatively planned and carried out by groups of students.

5. The in-school vocational education course is not narrowly limited to skill training but includes a study of such problems as labor-management relations, how to apply for a job, desirable personal qualities, and how the withholding tax operates.

6. Students take academic courses other than vocational education. Some of these are required; some are elective.

7. The school, labor, management and the community are "sold" on the program and do not regard it as an "educational frill."

#### **FACE EDUCATIONAL PROBLEM**

That we face an educational problem which is a function of the lengthened period of adolescence is, as the revivalist would say, as certain as sin. If the decade of the Fifties is not to be indicted by the results of studies similar to the Maryland Survey and the Regents' Inquiry of the Thirties, it is high time we face the real-life problems of our adolescents and tailor the educational program to meet them.

\*So far this study has been run in 95 high schools in Illinois. Results will be published in the near future.



## Organizing for

HEROLD C. HUNT

General Superintendent of Schools

and

PAUL R. PIERCE

Assistant Superintendent in Charge of  
Instruction and Guidance  
Chicago

TO EFFECT basic improvement of the educational program for a large urban community, provision must be made for common understanding of the purposes and objectives of the program and for full utilization of the educational resources of the community. This calls for an organization that not only utilizes the united efforts of the school staff but also draws on parents, lay leaders, university specialists, and representatives of the student body.

The first step in the formation of such an organization in Chicago was this statement from the objectives of the general superintendent of schools for the 1948-49 school year: "Thorough study of the curriculum with a view to adequate meeting of needs; formation of a 'curriculum council' to assure representative thinking in determining areas of exploration and necessary adaptations and revisions of existing courses of study and development of new ones."

The curriculum council of the Chicago public schools, initiated in March 1949, includes teacher and administrative representatives from the elementary, high school, and junior college levels of general education; from special schools, vocational schools, and the Chicago Teachers College, and from key office bureaus and divisions. It also includes resource persons, such as representatives of university departments of education, of the state department of public instruction, of the parent-teacher association, of the Citizens Schools Committee, and of other organizations. The first year the

Chicago schools try to help their students develop economic competence and enjoy wholesome leisure.

# CURRICULUM

## IMPROVEMENT

members of the council elected the general superintendent chairman, the assistant superintendent in charge of instruction and guidance vice chairman, and the director of the division of curriculum development secretary.

Three committees, on which the original 36 members served, formed the earliest work organization of the council. These were a committee on philosophy and aims for formulating a statement of the philosophy on which the total educational program of the schools might be based; a committee on scope and continuity for outlining the range and sequence of the program, and a committee on existing materials to evaluate the

courses of study and related educational resources upon which the council and its committees might draw.

### PHILOSOPHY AND AIMS

The spadework of the council's curriculum action began when the committee on philosophy and aims issued in May 1949 a tentative statement of philosophy and objectives, which was sent to schools and community organizations for criticism and suggestions for improvement. The statement sets forth as basic philosophical principles that education (1) serves all people in a democracy, (2) changes behavior, (3) equips people for better living, (4) is concerned about the

whole person, (5) deals with all aspects of life, (6) is a function of many agencies, (7) is continuous throughout life, (8) accepts change and provides for intelligent adjustment, and (9) develops high ideals.

Staff orientation in the basic concepts of the statement of philosophy and aims was given special impetus through a two-week summer workshop sponsored by the curriculum council and attended by 328 teachers, principals and district superintendents. This orientation project is being supplemented during the current school year by a workshop for all principals of the school system and by related institutes and workshops for supervisors and teachers.

The first work of the committee on scope and sequence was to analyze daily living to discover the things pupils must be able to do in order to be successful members of our democratic social order. For learning purposes these activities, which have been

One of the nine major functions of living stressed by the curriculum council is improving family living.





Students must learn to use the tools of communication effectively so that they will be able to give and take orders about their work.

continuous throughout history and which constitute universal human needs, are classified into major areas or functions of living. These functions are in turn divided into aspects or problems that are made the basis for classroom units of learning. The functions also are of marked service in giving balance to learning experiences and in giving unity to activities of various areas of the school system.

#### NINE FUNCTIONS OF LIVING

In the process of listing the main functions of living, the committee drew on the classifications made by authoritative educational writers and committees, all the way from Spencer's "Education" and the "Seven Cardinal Principles" to the most recent statements of national, state and city curriculum committees. The committee likewise considered the immediate and future needs of the pupils and communities of the Chicago area and the problems raised in state, national and international spheres by far-reaching physical and social change.

The result of the committee's study and deliberations was the formulation of nine major functions of living: (1) practicing American citizenship, (2) developing economic competence, (3) improving family living, (4) protecting life and health, (5) building human relationships, (6) enjoying wholesome leisure, (7) satisfying

spiritual and esthetic needs, (8) using tools of communication effectively, and (9) meeting work responsibilities.

To facilitate the work on sequence a supplementing chart outlining the major stages of pupil growth was drafted for the use of council committees.

The curriculum council accepted the foregoing major functions of living as a tentative statement of the scope of the program. Then a committee consisting of five members of the educational staff, a P.T.A. member, a community leader, and a student was organized to study each function with the purpose of determining the activities of everyday living essential to the function and of indicating the subject fields or other areas of the educational program that should deal with these essential activities. The membership, as well as the work, of these committees is resulting in a marked extension of the influence of the curriculum council in the schools and community.

#### CURRICULUM STUDY CENTERS

Two curriculum study centers have been organized to provide a concrete basis for observation and planning by the curriculum council and its committees. Each center consists of a high school, its contributing elementary schools, and the junior college branch

to which the high school contributes, thus forming the educational ladder, kindergarten through junior college, over which an individual student passes.

The conditions for carrying on curriculum improvement in the centers are the same as for other schools of the system. No extra equipment or cost is involved.

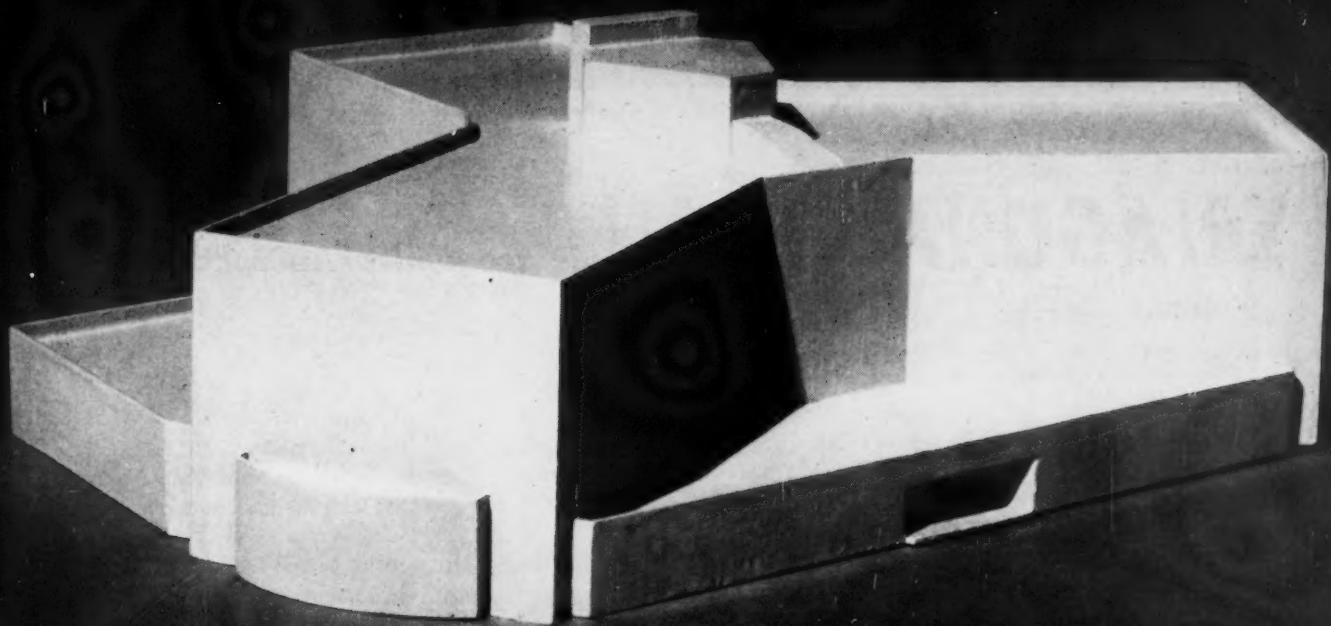
The committee for each of the centers has as members a teacher or principal from each school involved, a district superintendent of the area, a member of the junior college staff, and the president of the high school student council. Resource people for each center committee include P.T.A. members, civic leaders, supervisors of special subjects, and representatives of related special and vocational schools. The principal of the high school serves as chairman of the committee.

The districts comprising the centers were selected mainly with the view of providing factors in population, housing and vocational status typical of varied school situations throughout the city.

#### TEACHING MATERIALS

As the major functions committees progress in analyzing the spheres of living assigned to them and in indicating the significant life activities that these contain, additional committees are being organized to develop courses of study or guides for use of teachers and students in the schools. The council committee on existing materials aids in this process by indicating the usable materials in present courses of study as well as materials from other sources. Care is exercised at each stage to keep committee action consistently related to the statements of philosophy, scope and continuity as tentatively stated by the curriculum council.

Thus the curriculum council strives to bring the best thinking available in the schools and community to bear in shaping a purposeful and usable framework for the educational program. It seeks to ensure that the pupils are guided to carry out the activities essential to successful democratic living through cooperatively planned teaching and learning aids. The true test of the council's work, of course, will be the effectiveness with which these aids will be utilized for the individual needs of the pupils in terms of the community order of which they are a part.



MODEL OF TRIAGONAL SCHOOL—Fellheimer, Wagner & Vollmer, architects.



# Schoolhouse Planning

There are times when a small costly site must serve many school children within a congested area. Facing this reality, the planners of this Triagonal school have applied to schoolhouse construction their extensive experiences in developing large-scale housing. In the plans for the first floor they have incorporated most of the desirable features of the one-story elementary school. The auditorium and gymnasium are conveniently located for community use. Maximum daylighting is provided for classrooms on every floor. The radial arrangement of the classroom wings permits quick access to exits and facilitates centralized administration. The project as presented on succeeding pages meets all requirements of New York city's building code for safety of egress.



Perspective, Triagonal plan for elementary schools, New York City

# TRIAGONAL PLAN *is economical in space and cost*

AT THE seminar on elementary schools at a recent convention of the New York State Association of Architects, William K. Wilson of the New York State Education Department indicated the need for well planned school buildings that can perform satisfactorily the following four functions:

1. As a structure, each must provide safe, healthful, comfortable and attractive housing for all the occupants.

**CARL A. VOLLMER**  
Fellheimer, Wagner & Vollmer  
Architects and Engineers  
New York City

2. As an educational tool, each must permit the efficient and economical administration of a complete program of education for all children.

3. As a unit of the complete school plant, each must be planned especially for that unit of organization and for

the optimum enrollment that will be housed.

4. As a community center, each must be designed and equipped to provide opportunity for the community to know the school and for the school to know the community.

While Dr. Wilson's points are well taken, the practical problem confronting all school boards lies in accomplishing these desirable objectives within limited budgets and under current high construction costs.

In presenting the Triagonal plan for the elementary school, our firm has given full consideration to integrating the four basic functions effectively and at minimum construction cost.

## SECOND FLOOR

The elementary school is basically designed around the classrooms and their related facilities, so that the form of the general plan is largely influenced thereby.

The Triagonal plan, consisting of three wings (shown in Fig. 1) has been adopted by us as the one that best provides convenience and space economy.

1. The three wings, each comprised of four classrooms, radiate at angles of 120 degrees from a common center which forms the central lobby. This permits direct and short access corridors to classrooms, makes for better administrative control, and facilitates maintenance and operation.

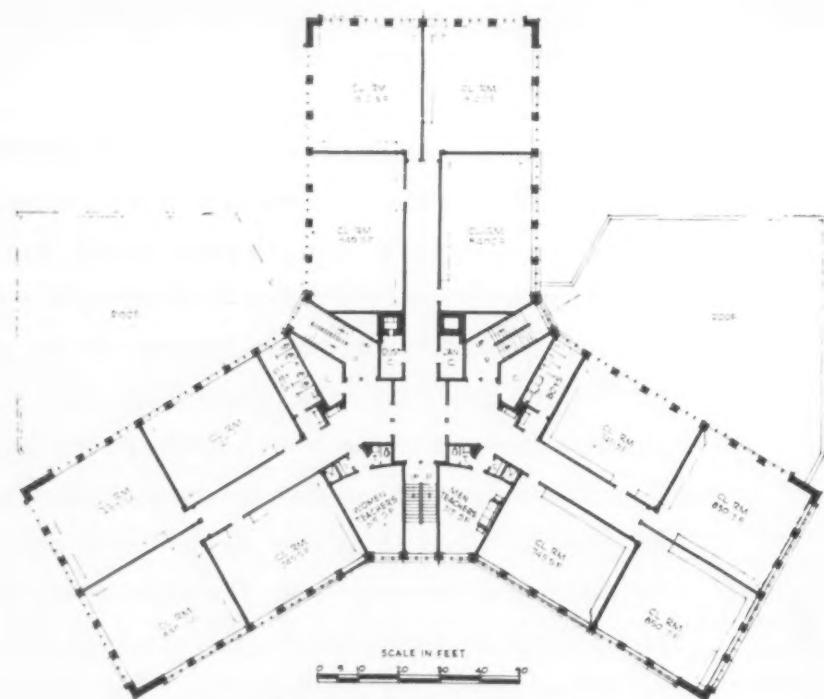


Fig. 1—Second floor plan.

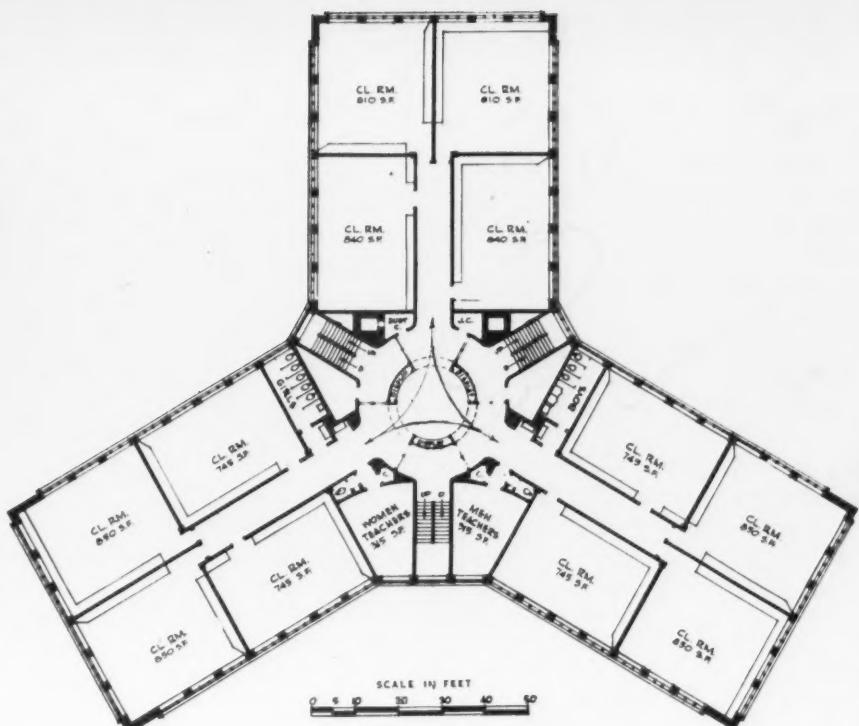


Fig. 2—Third floor plan.

2. The three stairways, one between each pair of wings, provide two means of convenient access and egress equidistant from each classroom. This applies, also, to the access to toilet facilities for boys and girls and to restrooms for teachers.

3. All utilities, including the ventilating ducts which have short runs to all classrooms, are centralized, with resultant economies in their distribution and maintenance.

4. The classrooms are so placed that there is a free view from all windows with maximum daylight. (Note that there are no classrooms in courts as there usually are in urban school plans.)

5. The central lobby permits a direct and uninterrupted view of all three corridors, entrances to toilet facilities, and entrances to classrooms.

6. Because of the angles formed by the wings, the building is set back from the streets, thus minimizing distraction of pupils in class by street noises.

### THIRD FLOOR

The third floor plan, which is illustrated by Fig. 2, is a duplication of the second story plan except that an alternate scheme for the central lobby and stairs access is shown. An administrative officer standing in the center of the lobby has a clear view of the three stairs, all classroom entrances, the entrances of the boys' and

girls' toilet facilities, and the entrances of the teachers' restrooms.

### FIRST FLOOR

The level of the first floor (shown in Fig. 3) is a half story, approximately  $5\frac{1}{2}$  feet above the street entrance lobby. The floor is reached by a broad and easy stairway.

The three principal wings of the building radiate from an exhibit hall. Two of the wings are occupied by the upper part of the auditorium, with access to the projection room and to the upper part of the gymnasium; the remaining wing is occupied by the library, by classrooms for nature study, for visual education, and for mentally retarded pupils, and by conveniently located toilet rooms for both boys and girls.

The low structures located between the wings are occupied by the pupils' lunch-and-playroom, the teachers' lunchroom and service kitchen, the kindergarten classrooms, and toilet rooms.

The kindergarten playground is adjacent to the classrooms with a separate stair. The school garden adjoins and is in full view of the lunch-and-playroom.

All stairs extend directly through all floors and exit directly to the open at the street level.

The form of the building is such

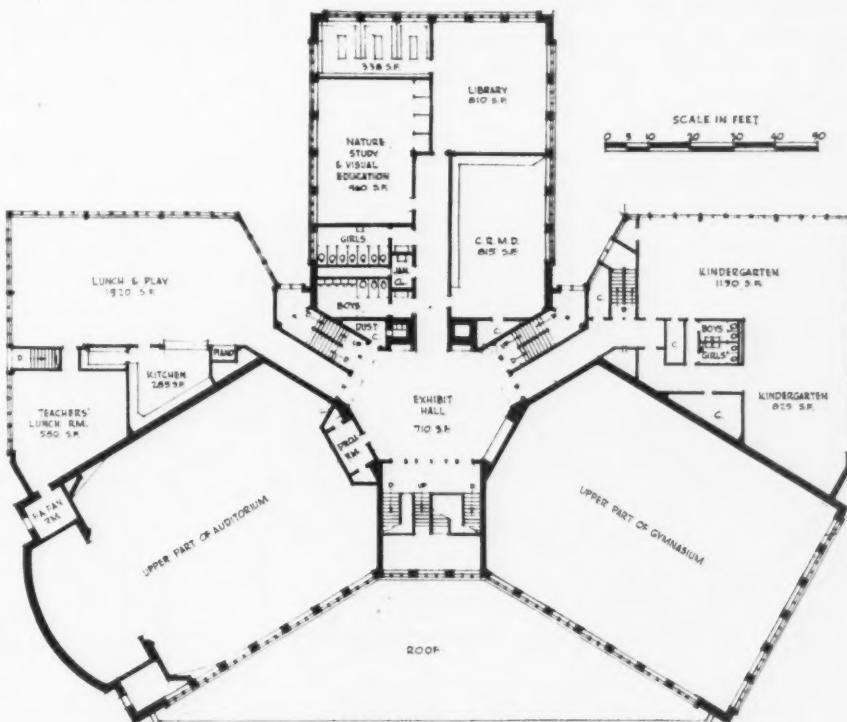


Fig. 3—First floor plan.

as to provide planting spaces at the corners of the lot.

## **GROUND FLOOR**

The ground floor plan (shown in Fig. 4) maintains the lines of the triple wings. One wing is allocated to the gymnasium, one to the auditorium, and one to the boiler room and utilities and to rooms for the operating personnel.

The areas between the wings are designed to house all auxiliary facilities for the auditorium and the gymnasium and offices for the supervisory personnel.

The entrance hall, at street grade, is flanked on one side by the general office and the principal's quarters and on the other side by offices for the doctor's and dentist's staff and space for record storage.

A spacious stairway is provided at the end of the entrance hall, with a half-story run terminating in a large lobby opening onto the auditorium and gymnasium.

The other half-story stair leads to the first story, terminating in an exhibit hall, giving access to the library, lunch-and-playroom and other facilities as illustrated in the first-story plan.

The available spaces between the side and rear wings are utilized for the kindergarten playground and the school garden.

The arrangement permits the use of the auditorium and gymnasium with their auxiliary facilities at night or during nonschool hours independently of the other school facilities, thus providing a completely integrated community center.

## **TRANSVERSE SECTION**

The transverse section (shown on page 45) illustrates the stair arrangement and the elimination of the basement, except for the boiler room facilities, no cool storage space is provided as the fuel for the boilers is assumed to be oil.

The use of a flat slab reinforced concrete construction permits a reduced height from floor to floor without lessening the normal clear ceiling height of the classrooms, with a concurrent reduction of the building cubage and its construction cost.

## **LONGITUDINAL SECTION**

The longitudinal section (shown on page 45) indicates the relation of the auditorium and gymnasium to the first, second and third floors.

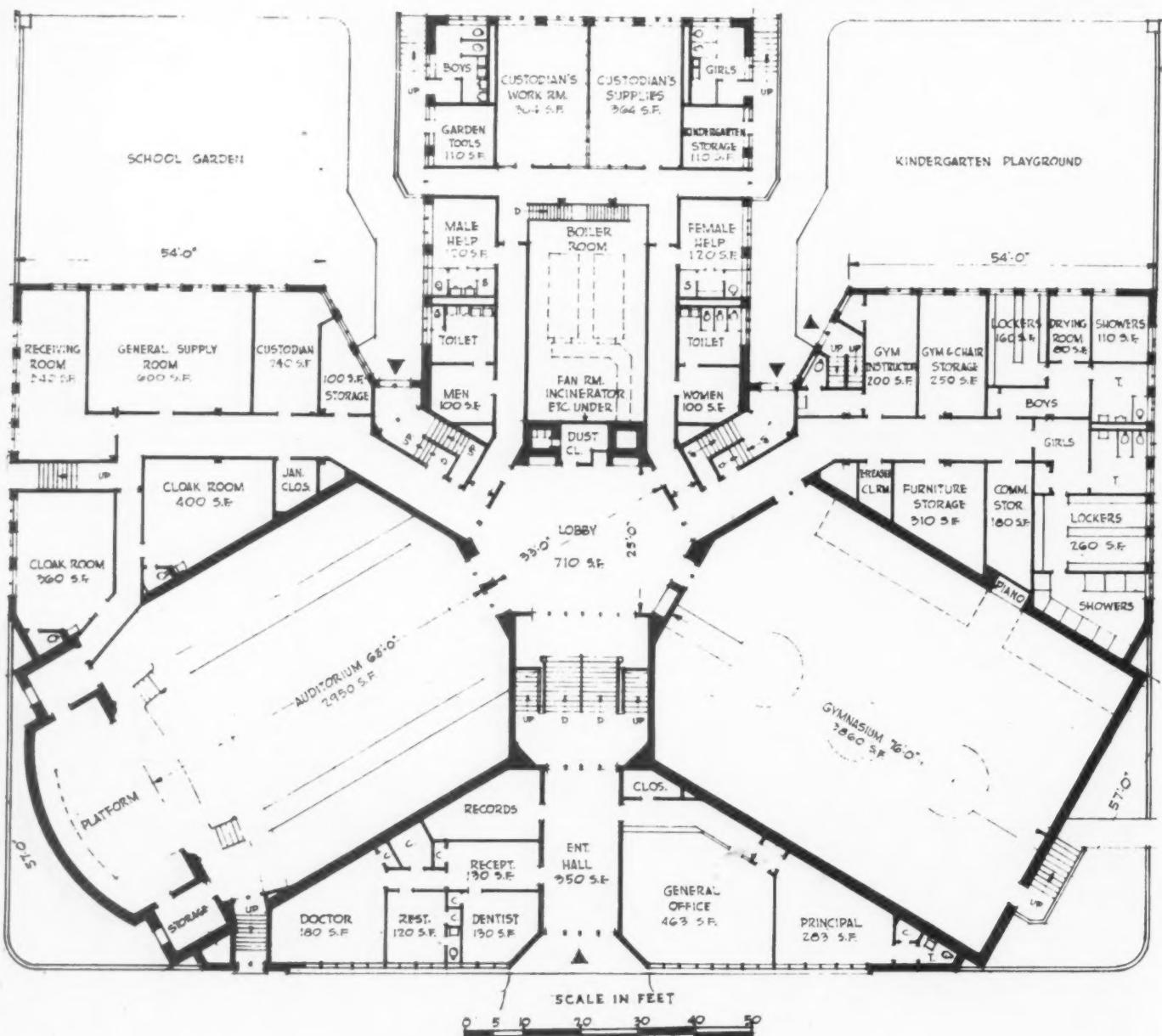
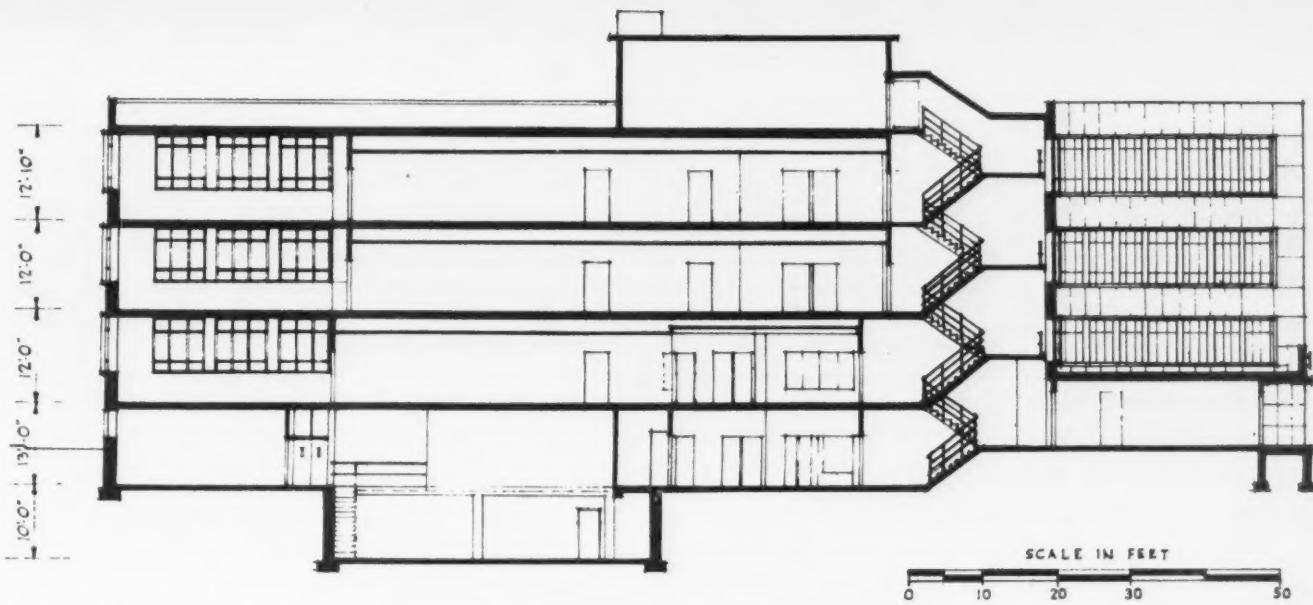


Fig. 4—Ground floor and basement plan.



TRANSVERSE SECTION

The clerestory windows in the auditorium and gymnasium are placed over the roof of the adjoining one-story structure, thus providing direct daylight for these facilities.

#### BOILER ROOM

The Triagonal plan does away with the usual basement or cellar facilities found in school buildings, with the minor exception of a low excavation for the boiler room facilities, which is an area of approximately 2300 square feet.

The elimination of a basement or cellar under the entire building is particularly important if sites have an underlay of rock or hard shale requiring expensive excavation and if subsurface water conditions are such that waterproofing protection is necessary.

This plan is adaptable to meet varying topographical site conditions.

The Triagonal school plan, through its orderly arrangement of cross partitions and other features, makes possible a most efficient and economical form of reinforced concrete construction, which should result in a substantial saving in the cost of the structural frame.

There is little doubt that planning of many urban structures is undergoing a radical change, to wit: the avoidance of interior courts and the desire to keep the rooms back of the building line. The reason for the latter is that when the streets were originally planned, high buildings were not contemplated and now there is likely to be inadequate light in such buildings.

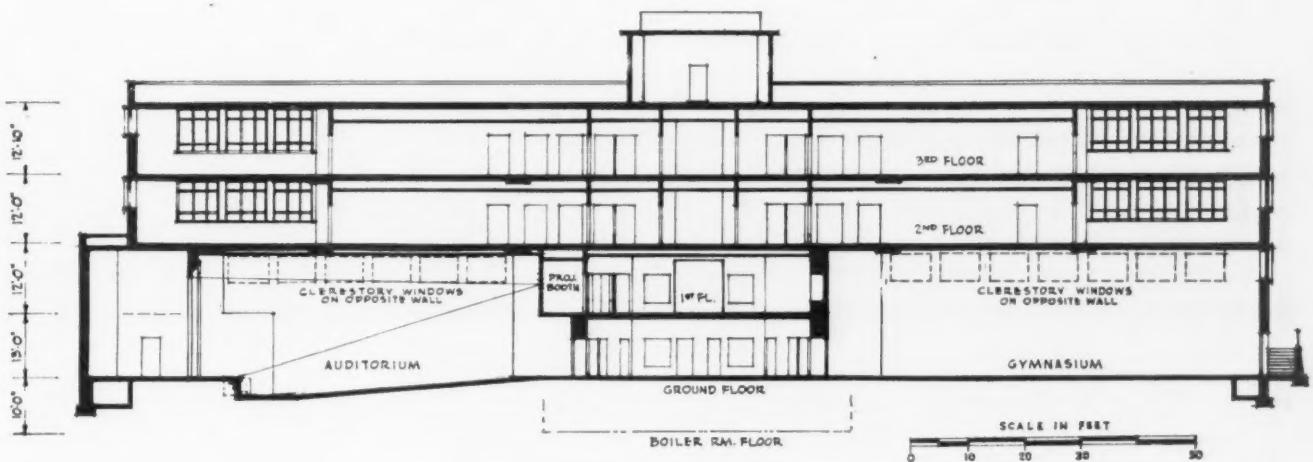
If a commercial structure is uneconomical because of poor planning, it usually lies vacant or is replaced of necessity by one that meets the

correct economical requirements, but this is not the case with school buildings; they continue to stand and serve inadequately for many years, at a great operating expense, without advantage to the staff or to the students.

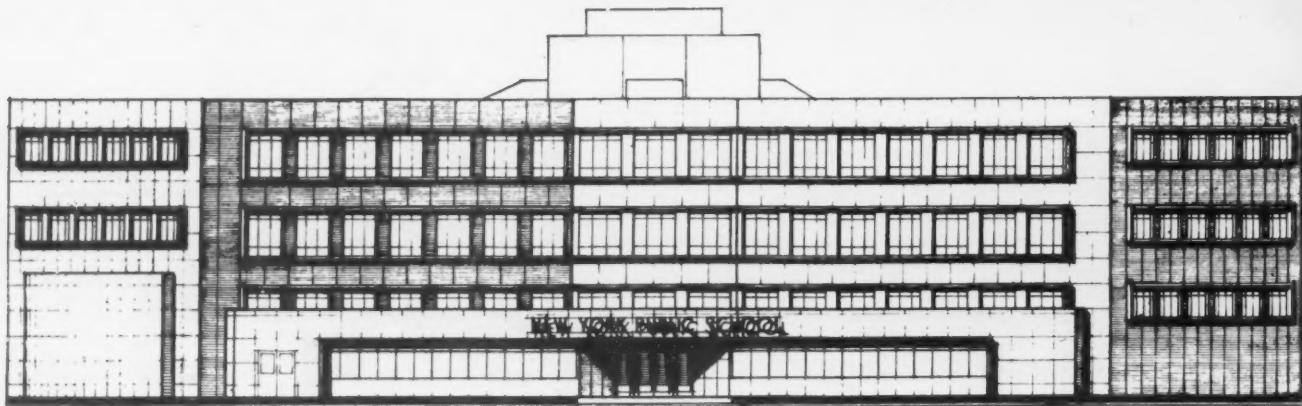
#### OPERATING COSTS

It would seem, therefore, that scientific planning should warrant consideration by sincere officials whose desire it is to provide the most for the original investment and lower operating and maintenance costs during the life of the project. There is no doubt that the technic of large scale housing could be applied with lasting advantage to the fundamental principles of schoolhouse planning and construction.

On the next page, the structural engineer discusses some interesting construction features of this project.



LONGITUDINAL SECTION



SCALE IN FEET  
0 10 20 30 50

FRONT ELEVATION

## Economies in Construction

**FRED N. SEVERUD**  
Construction Engineer  
New York City

THE Triagonal plan is particularly adapted to reinforced concrete construction, which is less expensive than the structural steel framework currently used in elementary school buildings.

In the framing plan, full advantage has been taken of all modern developments in the technic of designing reinforced concrete with the structural members arranged to perform most efficiently their part in the structure in its entirety.

In general, 4 foot wide beams have

been selected, as this width corresponds to that of the commercial plywood sheet, enabling the forms to be built at a minimum labor cost. This width further serves to reduce the spans of the floor and roof slabs. In effect, that part of the beam adjacent to the slab acts as a haunch to the slab.

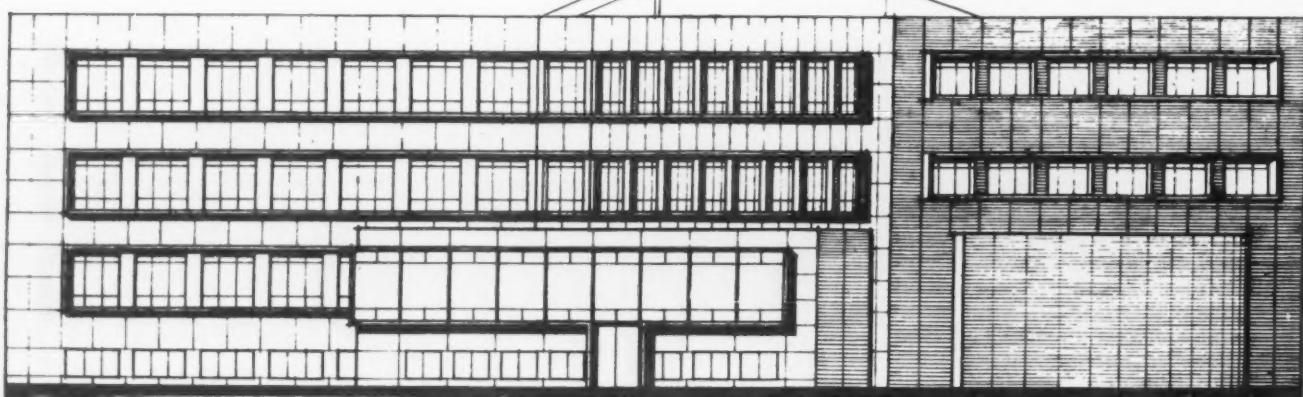
The relatively long spans are readily negotiated, without the introduction of excessive dead weights, through the use of hollow concrete filler blocks or a concrete joist construction.

The filler-block construction also serves to minimize sound transmission from one level to another, a feature

particularly important in preventing sound from the auditorium and gymnasium from penetrating the classrooms above.

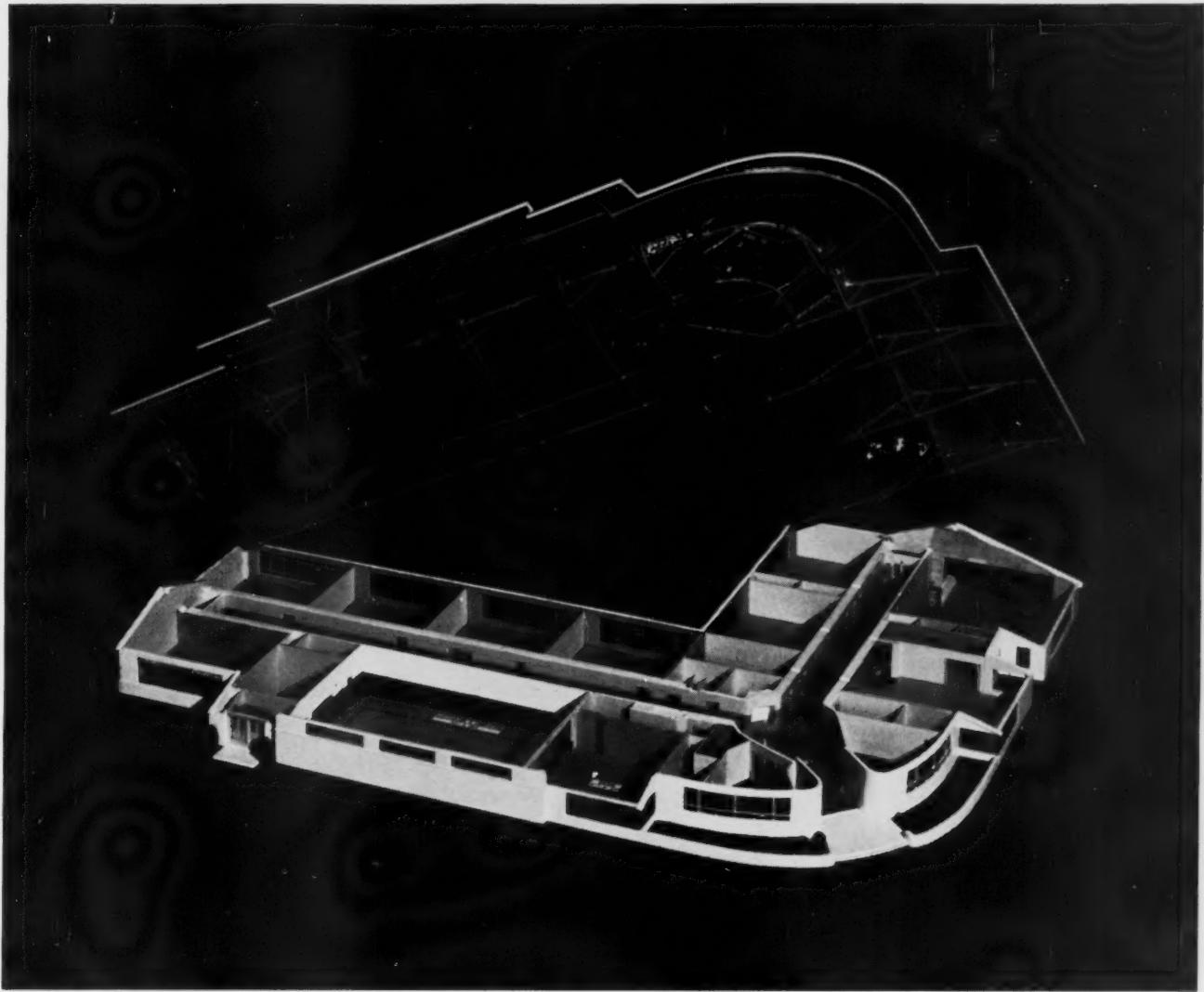
Another feature of the structural design is the utilization of the 8 inch thick concrete cross walls to serve a dual purpose as partitions and as girders. This permits the placing of classrooms over the auditorium and gymnasium at an economical cost. The customary method is to accomplish long spans by the use of deep built-up steel girders.

The center openings in the cross partition walls required for the passage of the corridors do not weaken the "construction since the necessary steel reinforcement passes underneath in the wide beams and where the shearing forces near the center are at their minimum.



SCALE IN FEET  
0 10 20 30 50

SIDE ELEVATION



MODEL OF TILTON SCHOOL, ROCHELLE, ILL.

## GRADE SCHOOL *for a residential neighborhood*

AFFECTED by both the increased birth rate and the rapid progress of school district consolidation in Illinois, the town of Rochelle faced an urgent need for a school building program. A recently created school district covers a 5 mile radius from Rochelle. Because many one-room schools have been abandoned, adequate space for 750 pupils has to be provided in Rochelle. Two existing buildings are being enlarged, and one new grade building, the Tilton School, is being constructed.

Because the town's educators believe that in elementary schools there should be only 25 to 30 pupils per classroom and that the classroom should be the functioning center for all activities,

### RAYMOND A. ORPUT

Raymond A. Orput & Associates  
Rockford, Ill.

plans for the new required space were designed to fit the pupils' needs within each classroom. The design motif for the new building retains the virtues of the abandoned one-room schools and, in addition, offers superior instructional advantages.

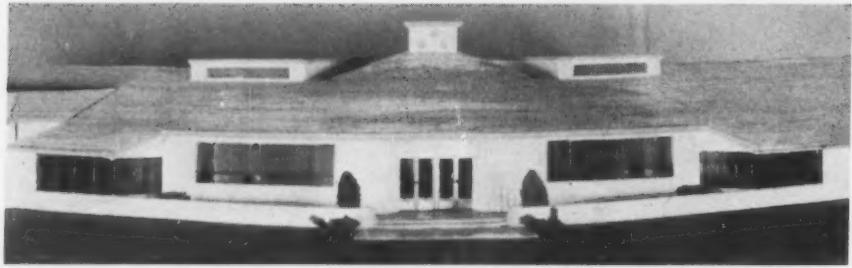
Tilton School is a departure from the traditional type of school building in many respects. It is situated in a new residential subdivision; an effort has been made to design a building that is residential in character and not out of harmony with the neighborhood. Consequently, a building with a

### DAVID CRAWFORD

Superintendent of Grade School System  
Rochelle, Ill.

low pitched roof and an appearance of casual intimacy, rather than a harsh structure working a blighting effect in the area, has been designed. Occupying as it does the key corner commanding the approach to the subdivision, the new building will be a focal point of beauty.

The building is finished in Bedford stone in the entrance façade area, and the remainder of the building is of light colored brick. The roof is finished in white Ludovici tile. To protect the roof from discoloration by soot, an oil burning boiler with forced



Main entrance detail, from model. The building will be completed in June.

draft will heat the building. There is radiant heating in the kindergarten.

A great deal of skill has been used in planning this structure from the standpoint of age groups and playground control. The kindergarten has its own playground; the room itself is isolated, being the only academic unit in its section of the building. All of the utility elements are adjacent to the room. The faculty room and parents' waiting room is near the kindergarten and just off the main foyer. Near by are a mimeograph room, and a book binding and storage room for teachers.

The gymnasium playroom is a four-purpose room. The stage is designed to be used also as an all-purpose room; there is a partition (fabric covered accordion folding doors) closing off the stage at a 7 foot depth. Since this depth is adequate for most assemblies, the remaining area has been provided with standard classroom window lighting and may be used as a special opportunity room or as a small shop. By simple rearrangement this area also can be used in conjunction with the stage for large assembly programs. In the 7 foot area, storage space is provided for a piano.

Tables and benches fold into the wall of the gymnasium so that the room may be used as a cafeteria in

connection with the kitchen located at the opposite end of the gymnasium from the stage. At the close of the lunch period, the dining equipment can quickly be cleared from the gymnasium floor and can be stored.

Storage facilities are provided in the gymnasium for children's clothing and footwear, thus enabling pupils to change from indoor to outdoor physical education activity with a minimum of confusion and delay.

The classrooms are the functioning center for all activities. Each has its own library facilities, ample storage space, a sink and drinking fountain, a project area, and a door leading directly to the playground. The rooms have pine wall covering on the wardrobe or corridor wall side. A face

brick dado is run up under the window stool of each room, and project area cases cover the rear wall. Each classroom has acoustical ceiling and fluorescent lighting.

There are individual toilet rooms off each primary classroom. Gang toilets are provided for Grades 4 through 6.

Playground areas on the 5 acre tract are divided into readily accessible spaces adjacent to the kindergarten, the primary rooms, and the fourth, fifth and sixth grade rooms so that no conflict in play supervision will arise.

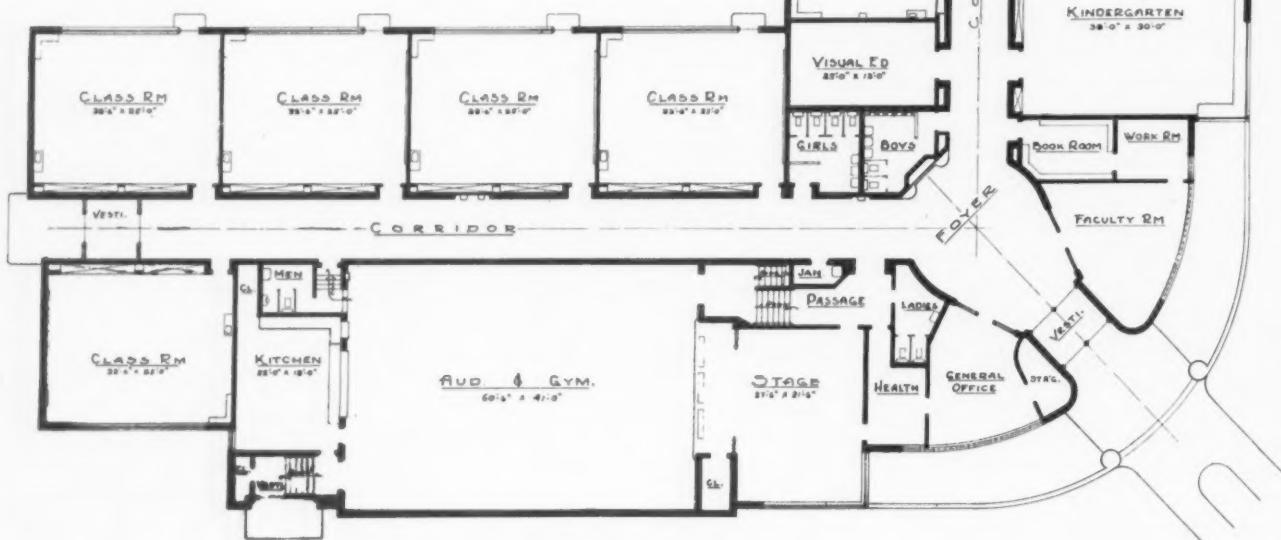
A pre-visual education room is provided for teacher selection of visual aid material for use in the classrooms. There also is a central storage and filing area for this equipment.

Office space has been held to a minimum since the administrative offices are in the central grade school of the city school system.

A three-stall garage will be used for the buses transporting rural pupils.

The total cost of the building, which, it is expected, will be completed in June, will be approximately \$275,000, or \$12 a square foot, including equipment and architect's fee. The building is class A construction.

**Replacing several one-room schools, this building was designed to retain some of their advantages, while offering superior instructional advantages.**



# **ISOLATION IS FATAL** to schools, too

**THE GAP BETWEEN EDUCATORS AND PUBLIC MUST BE CLOSED;  
SUCH SEPARATION ISN'T HEALTHY FOR THE DEMOCRATIC IDEAL**

**I**N AMERICAN everyday life there is a growing tendency to separate and to isolate the so-called educational forces of the country from the rest of the citizenry. It has become almost daily practice for newspapers to report "new demands of teacher groups," "pressure from educational associations," or "differences between politicians and educators." The "educational group" appears to be growing in the direction of a new political group, such as the Prohibition party or a new religious sect. In some instances the identity of the group seems to be taking on the aspect of the intangible, as "the government" has.

An enterprise that consumes the time and energies of one-third of our 148,000,000 people and affects directly the lives of all the rest can ill afford to become a segregated division, set apart from the rest of society. It is not healthy for the democratic ideal, for which the public school has long been regarded as having primary responsibility. Such a separation could lead to the weakening of the whole social structure of our democratic way of life.

## **CAUSES OF THIS RIFT**

Some of the causes of this rift can be identified; others are elusive. The assignment of "the educational group" to a special niche probably began during the depression of the Thirties, when the whole public educational structure underwent more intense scrutiny, and rightly so, than ever before in our history. Shortcomings of the public schools came more and more to be identified as faults of teachers and administrators. More coals were heaped on the fire when World War II brought demands for young men and women with new and special skills, and the schools were criticized for not having a group ready to answer such demands.

Yet perhaps the greatest contribution to the whole development has come since the war ended, as communities all over the country have endeavored to gain recognition and

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Cornell University



Eva Luoma Photo

"Our schools are what we make them," begins the N.C.C.P.S. slogan. It continues: "Citizens everywhere are helping." Yes, it takes school personnel and laymen working together to reduce the number of one-teacher schools, with their coal buckets, water pails and outdoor toilets. City schools, as well, need united effort if the community's educational needs are to be met and the aspirations of the people are to be satisfied.

respect for their teachers and their schools so that they can keep the schools staffed with competent people. Together with this development has come the misinterpretation of such efforts by many news disseminating agencies, which have identified this endeavor as the struggle of selfish, egotistical groups.

It is vital at this juncture to identify the membership of the groups so branded. In one community it may be the chamber of commerce which spearheads the drive to recruit and to hold better teachers. In another, the group is led by parent members of the parent-teacher association. In other communities the movement has been started by representatives of large capital interests and/or labor unions.

#### N.C.C.P.S. IS PROMISING

The National Citizens Commission for the Public Schools, headed by Roy E. Larsen, is the latest, and perhaps the most promising, attempt to narrow the gulf. Convinced that solutions to educational ills will be found by citizens in their own communities, the commission has planned an aggressive program designed to arouse Americans to the need for better schools, as pointed up by the slogan: "Our Schools Are What We Make Them! Good Citizens Everywhere Are Helping!"

It can truly be said that attempts to solve the present crisis in public education have been made by clerk and minister, machinist and doctor, carpenter and teacher, and lawyer and banker. The only true characteristic

of the group has been, and still remains, that it is a cross section of the whole responsible citizenry of the country.

In this day of peculiarly disconnected specialization it might be expected that "the educational group" would, sooner or later, be set apart as just another parcel of the package of human beings. Interpreted in terms of the local school district, it is easy to see wherein such a trend is basically in error. Thought of in terms of mill levy, auditors' reports, and governors'

budgets, "public education" can become a separate entity of that "public."

What is needed? Perhaps many things, but some may be discerned. A new unifying alliance is necessary in the community or neighborhood of which the school is but one segment; a new kind of participation by parents and other taxpayers in redefining the school program is vital. A new and vigorous system of interpretation of the work of the school to the whole constituency is essential.

#### EDUCATORS ARE AT FAULT

These means, plus many others, must reaffirm the basic democratic truth—that the business of the public school is the responsibility of the whole public, not any more the selfish undertaking of any "educational groups" than of every citizen in the country. It is perhaps because public education has not been the selfish,

positive interest of *all* the people that the dangerous chasm has appeared.

Perhaps educators must shoulder primary responsibility for the growth of this chasm. We have failed to interpret the work of the school in terms which invite the understanding of laymen. We like to talk within limited circles of the complexity that has grown up to surround problems of teaching. Most specifically, we have failed to identify for parents the paths that new developments have followed. Are we still insecure in the face of public scrutiny? Or must the dosage of education brewed in the school's darkroom remain a secret formula?

#### EVERY CITIZEN'S BUSINESS

The general public has a potentially constructive interest in the development of a sound educational program. Realization of such a program will bring understanding because it must depend directly on the existence of cooperation and of good will between the schools and such community agencies as libraries, churches, police and fire departments, and playgrounds. An organization in which children are happy and making progress enlists readily the support of parents and other adults.

Together school personnel and laymen must envision the needs of the educational program and the aspirations of the people of the community. It is in such an atmosphere that youngsters receive encouragement in their finest plans and actions. Through the active support and interest of adults, youngsters learn the fundamental meaning of democratic responsibility and freedom. But that responsibility is assigned to no special group, no one political party, no particular sect.

Education is of necessity the business of every thinking citizen. Teachers and administrators are but those selected to provide the "know-how." Democracy demands the continuous interaction of the "educational group" with all other segments of society to the point where its identification is lost in that much larger unity of our way of life. We must keep the "educational interests" indistinguishable from the interests of all thinking citizens. The gap must be closed.

### WRITE FOR YOUR VOLUME INDEX

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# COMMENCEMENT *as seniors plan it*

IN A short time hundreds of high schools will begin planning commencement exercises for the seniors. Why? What part has custom played in determining what these graduating programs will be? What should be the purpose of such programs—to entertain the public, to give satisfaction to parents and graduates, to continue the educational experiences of the class? Or should the purpose include all of these?

Many teachers and principals now are questioning the value of the traditional type of commencement exercises and are planning with the seniors for activities that will be an outgrowth of student purposes and experiences. Commencement exercises planned in this way become a source of joy and satisfaction to both parents and students.

## STUDENT NEEDS MET

Among the developmental tasks of youth today is the one of acquiring poise and efficiency in social situations. There also is a great need for developing the ability to search for material, to organize and evaluate this material, and to present it in an interesting and persuasive manner. Speaking to an audience that is interested not only in the person but also in what he has to say provides a purposeful and effective situation for the student. Such an opportunity may well be given through talks made by seniors at the time of graduation.

"A unique commencement of a unique school! This is the impression that a stranger to the city and state might well have carried away from attendance at the annual commencement of the P. K. Yonge Laboratory School last evening."

These were the opening sentences of a news report of the graduating exercises of a Yonge Laboratory School senior class. For many years the program for graduation at this school in Gainesville, Fla., has varied from the usual type with an outside speaker as the main feature of the evening. In keeping with the philosophy of the

school, the students have planned, with guidance from the faculty, all commencement activities. They have voted yearly on the kind of program that they would like. Without exception the result has been the same: "We want to choose speakers from our group; we want members of our own class to play or to sing."

Each year some phase of work, some problem, some outstanding event or milestone has furnished the theme for the program. All speeches, each of which must be limited to less than five minutes, present a definite aspect of the theme. Much care is given to the selection and analysis of this theme and to the preparation and delivery of the speeches. The graduating exercises thus become not only a greater pleasure to the students and their parents but also a means of worth-while learning and achievement.

So that a number of representative students may participate three speakers are elected by the class and three by the faculty after the class has made its choices. The president of the class presides on commencement night. The director of the school awards the diplomas. The music for the evening varies, according to the talents of the class. Vocal solos, duets, quartets, piano solos—sometimes a small chorus—give variety and interest to the program. A brief description of the growth and development of one of these programs follows.

The class chose for its theme "An Outlook on Life." At the beginning of the school year a unit, "Looking at Life," had engrossed the group. In the spring of the previous year when members of the class were still juniors, the senior sponsor had given a tea for all parents of seniors-to-be. At this tea a questionnaire was handed to the guests, seeking answers to such questions as:

1. Do you plan for your boy or girl to enter college?
2. What college or what type of college will he enter?
3. What has led him to choose this college?

## MARGARET WHITE BOUTELLE

College of Education  
University of Florida

4. If your boy or girl is to work after graduation, what will he do?
5. Is this work his preference?
6. Is this work your preference?
7. Is your boy or girl happy in his school friends and school activities?
8. Is he happy in his friendships and social activities outside school?
9. What are the important things that you would like for your boy or girl to gain from school next year?
10. To what extent do you wish your boy or girl to have assignments in home work for next year?
11. Would you be interested in forming a study group of parents of seniors for next year?
12. Will you help your boy or girl budget his time next year and aid him in establishing definite times and places for study?
13. Would you like your boy or girl to have more time for study during school hours?

## QUESTIONNAIRE HELPS SPONSOR

Replies to this questionnaire helped the sponsor (who was the students' teacher in the core program) to plan for the coming year. At the opening of the school in September she asked the seniors, most of whom she knew well, to fill out a questionnaire (which was to be kept confidential). Later each one wrote about "What I Hope to Get From School This Year" and "What I Hope to Give to the School This Year."

While she was working with these students on their personal assets and liabilities, the sponsor called in the school psychologist for assistance. Many good autobiographies were written, and after they had been read the outlook and achievements of each student were discussed in private interviews. Possible vocations in keeping with each one's abilities, interests, aptitudes and financial possibilities were read about and discussed. Many poems

were read as students searched for those that would help them express their own philosophy of life. "What My Family Background Has Given to Me" brought up interesting discussions of heredity and environment.

Other units followed this, but when the committee named to select a theme for commencement presented several to the class, "An Outlook on Life" was chosen almost unanimously. Aspects of the theme, as finally worked out for each speaker, were: youth's plans; youth's social outlook; youth and work; youth and leisure; youth and government, and youth and standards.

Other representative themes that have been selected at other times are: "The Tercentenary of Public Education," 1936; "Values in a Democracy" (timely in 1939); "Accept the Challenge of Today," 1941; "Youth and the War," 1942; "Our Tenth Anniversary," 1944, and "The South: Her Problems and Her Opportunities," 1945. Many of these speeches have been kept as a part of our school records.

Members of the class have expressed their evaluation of the program in such remarks as these: "We felt that the evening was ours; we had a chance to give to our parents and friends

some of our own views of life and its challenges; we profited from selecting and arranging much material into compact and interesting form; we gained ability and poise in public speaking." Parents and friends also have given their favorable comments and approval. At present, the consensus of participants and the members of commencement audiences is that they like a class planned program far more than the traditional program in which a speaker talks to adults for the greater part of the evening and just before the close of his speech addresses some brief remarks to the graduates.

## *Without faith the TEACHERS perish*

THERE are four articles of faith in the creed of the democratic and humanistic teacher. Though they have been stated hundreds of times, they have never become trite. No superficial glitter attaches to them; their significance is both obvious and profound. Simply stated they are: faith in one's self, faith in one's subject, faith in one's pupils, and faith in one's fellowmen.

Of the pernicious notions that plague the teaching profession today, none is more evil and more harmful than that which asserts that because a person is an incompetent, unfit to do any of society's real work, he has become a teacher. It is surprising how many teachers have fallen for that effective bit of propaganda. Among businessmen, salesmen and skilled workers the teacher often remains silent about his occupation for fear of ridicule or contempt. He has abdicated his high office because he has accepted the popular judgment.

In the privacy of his study he asks, "Is it true?" and all too often answers, with doleful refrain but little logic, "I teach; it must be so." He sees an airplane overhead, a skyscraper, a television aerial and finds nothing in himself that can compare with the force and knowledge that built them. He needs to reaffirm the faith in self.

It is not only the world's opinion that has undermined the teacher's faith; the dogmas of "scientific education" also have taken their toll. No matter how much emphasis has been

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put on teaching slow learners and retarded children, the feeling persists that the great mass of children in our schools represents a dull mediocrity. The very terminology of modern education abets this attitude: the moron, the subnormal, the dull normal, the low average, ad nauseam. Small wonder that the teacher has come to see his job in terms of IQ, and adjustment promotions instead of in terms of human beings with eager, hungry minds no matter what their intellectual handicaps.

It may be a mark of sentimentality to think of education as more than scores and medians, to think of children as more than figures in a table or points on a chart, to think of achievement as more than a local or a national norm. But until teachers do so think the total results of the educational process will be negligible. Pupils are people, not statistics. No teacher can do justice to those entrusted to his care or fulfill the high purposes of education unless he has faith in the educability of his pupils, unless he comes to regard them as personalities capable of some growth, however limited. By his faith in his pupils his success shall be measured.

No one can do a really satisfactory piece of work unless he believes that what he is doing is worth doing. So

with the teacher. If he does not believe in the worth of his subject, his value as a teacher diminishes. But the teacher, it is argued, is the last person to be afflicted with this fault. Not at all. For again, the world's opinion provokes grave doubts in his mind.

Note particularly the readiness of the school systems to bow to public whim or fashion in matters of curriculum. Note also the frantic concern of supervisors, curriculum experts, and subject matter teachers to find "enrichment" or "meaningful experience" in the subject offered. New "objectives," new "approaches," new means of "implementation" mean just one thing: The classroom teacher has lost faith in the subject he is teaching.

Whenever the teacher *believes* in his subject, he knows it has meaning, and to make that meaning come alive, to arouse an interest in it in his students is his only problem. He is not troubled by the hubbub aroused by those who have lost their vision or direction. He is not worried about whether his subject is "important" in today's world; he knows it is, and he teaches it that way.

The last article in the teacher's faith embraces all the others—faith in his fellowmen, or, to phrase it in terms of our society, faith in the democratic order. This involves a twofold belief: a belief in man and a belief in man's future on earth. One cannot cope successfully with the confusions of modern society unless he has a fairly clear idea of the meaning of man's existence.

THE first state permanent tenure law in a decade was enacted in 1949 by the Colorado legislature and approved by the governor with Aug. 12, 1949, as the effective date.

It extends to all first class school districts,\* county and union high school districts, and junior college districts the tenure protection that has been in force for some 20 years only in cities with populations of more than 20,000 (Denver, Pueblo and Colorado Springs). Thus about 100 of the largest school districts now operate under a permanent tenure law.

All other districts (approximately 1600) are affected by the second part of the law, which provides for continuing contracts. Boards of education in these smaller districts may, however, by a two-thirds vote, bring their teachers under the permanent tenure provisions of the law. Teachers in permanent tenure districts who have not yet acquired tenure also are subject to the continuing contract feature.

A school board must "cause notice in writing" to be given a teacher on or before April 15 each year if the teacher is to be dismissed. If such notice is not given the teacher "shall be deemed reemployed for the succeeding year at the same salary." Teachers are to be presumed as accepting employment for another year if they do not notify the board in writing to the contrary by April 15.

#### THREE YEARS OF PROBATION

The Colorado law provides for a three-year period of probation and election for the fourth year before permanent tenure is acquired. The three years must be consecutive in one district. No teacher employed on a temporary basis or on an "emergency certificate" is eligible for either permanent or continuing tenure.

The enactment of this law is remarkable for three things. First, as noted above, it is the first permanent tenure law to be passed in a decade. (Was it passed as a sop to teachers in the absence of adequate teachers' salaries provisions?)

Second, the law is loosely drawn. No definitions of "teacher" or "position" are included, for example, and

\*First class districts are those with 1000 or more persons 6 to 20 years of age inclusive listed in the school census. Second class districts have 350 to 999, and third class fewer than 350.

## TENURE IN COLORADO—

### Boon or Bane?

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thus far, lacking judicial interpretation, school boards have to rely only on opinions of the attorney general and rulings of the commissioner of education.

Fortunately for administrative officers, the term "position" has been liberally construed to mean a position in a school system, not a specific position such as third-grade teacher or junior high school principal. In defining "teacher," the opinions exclude from tenure protection all superintendents but include all other "regularly elected teachers," that is, assistant superintendents, supervisors, principals and teachers.

Third, the passage of the act is noteworthy for the slight attention it was given in the discussion stage. Some persons in Colorado are of the opinion that the bill was jammed through in the rush of the closing days of the general assembly. While public or closed hearings are almost invariably held on important school bills, no such hearings at which interested groups or individuals could appear were scheduled for the tenure bill. It was a law before most school boards even knew such a bill had been put on the docket.

The reaction of most school boards to date has been almost solidly negative toward the permanent tenure part of the law. On the contrary, reaction to the continuing contract feature has been favorable. It is likely that the Colorado Association of School Boards will sponsor legislation in 1951 to repeal the permanent tenure law and to provide for a continuing contract law on a statewide or nearly statewide basis.

Certainly the tenure law, while it is in force, will have some immediate

effects. School boards and administrators in tenure districts are going to scrutinize most carefully the qualifications of teachers now in their third year of employment. Reelection in the spring of 1950 means permanent tenure. Also it is certain that a fairly large number of teachers will be dismissed in tenure districts to prevent their acquiring tenure.

Initial employment of teachers probably will be handled even more carefully than it is now. Beyond a doubt supervisors and administrators in tenure districts will have to spend more time in supervision and do it more systematically than is now the case in many places. And, along with increased supervision, supervisory records will have to be more nearly complete, better documented, and more carefully kept.

#### WILL GIVE IT FAIR TRIAL

Probably salary schedules will be developed in all tenure districts, with hurdles of additional professional preparation or professional contributions set up to prevent mediocre tenure teachers from reaching the higher salary brackets. Professionally minded teachers will be able to progress up the salary schedule with no handicap. The permanent tenure law may discourage teachers from moving from one district to another, for tenure would have to be acquired anew in a new district.

By a year from now Colorado school boards, administrators and teachers will know much more about tenure than they know now. Most persons are willing to give the law a fair trial, but many are convinced that a statewide continuing contract law would be fairer to everyone.

# SALARY LAW

*in New York State produces tangible benefits*

HAD New York State's salary law for teachers (1947) been merely an upward revision of schedules, such as was made by other states throughout the nation, the law would have stimulated little comment. New York, however, chose to inaugurate a type of salary schedule of which there is no duplicate in any of the other 47 states.

The operation and effects of this law are receiving close scrutiny by the New York State Department of Education. Comprehensive studies are being carried on to determine its effects on teachers and teaching. From these investigations it is already apparent that:

1. Earlier opposition to the program is decreasing as tangible benefits are realized and predicted evils have not become apparent.

2. Both the salaries and the salary schedules of teachers have been increased substantially.

3. Higher potential salaries have been provided through the inclusion of a merit feature than could have been expected under a schedule mandating the same salary range for all teachers.\*

4. Schedules of local school districts tend to exceed the state schedule (most frequently by increasing the number of automatic increments).

5. The statewide attention of teachers, administrators and lay school authorities has been focused on clarifying the professional goals of teaching to a greater extent than it ever was before.

6. A more thorough and objective type of supervisory evaluation has been worked out.

7. Teachers are placed in the position of knowing "where they stand"

\*"For too long, promotion from beginning pay to maximum pay has been automatic. Successive promotions amounting to as much as \$2600 in salary should not be made for mere continuance in service. . . . It is questionable also whether they (*i.e.* all-automatic schedules) offer a sufficient reward for exceptional competence as contrasted with mere faithful time serving."—Quoted from reports of the Governor's Committee on State Educational Program, January 1947 and February 1947, Williams Press, Albany, N.Y.

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because they participated in setting up their teaching objectives and because they have complete access to all data used in their appraisal.

8. A pattern of democratic administration with respect to the formulation and application of teachers' salary schedules has been established in districts throughout the state.

There are several uncommon features in the New York State plan. Chief among these is the application of the merit principle to teachers' salaries. In addition to a series of automatic increments, such as are common to most state schedules, the New York law provides a series of promotional increments to be granted on the basis of quality of service. At least half of the teachers in each school district must be advanced to the promotional levels.

## SALARY SCHEDULES

Three salary schedules have been provided in New York State. These schedules vary only with respect to actual amounts of salary, the variations being based roughly on population and cost of living factors in the geographical areas to which these schedules apply. All schedules have 16 steps corresponding to the teacher's years of service. Five automatic increments are

guaranteed all teachers, plus a series of promotional increments at four successive levels. Certain percentages of the teachers are guaranteed promotion to these higher levels on the basis of the relative quality of their teaching. The law applies in all districts employing eight or more teachers.

The table indicates the salary ranges and increments under these three schedules. At all steps of all schedules \$200 is added for teachers with 30 hours of approved credit beyond the baccalaureate degree.

The A schedule applies in districts with less than 100,000 population except in counties adjacent to New York City.

The B schedule applies in districts of 100,000 to one million and in counties adjacent to New York City. The B schedule is 10 per cent higher than the A schedule.

The C schedule applies to New York City only and is 25 per cent higher than the A schedule.

Teachers may be held at levels II and III for three years before they receive further advancement. At least 50 per cent of the teachers in each district are to be promoted to level I or higher, 30 per cent to level II or higher, 20 per cent to level III or higher, and 10 per cent to level IV or higher.

Gains in both present and potential future salaries of teachers exceed those provided by the state mandates. At

## New York State Teachers' Salary Schedule

SCHEDULE	A		B		C	
	AUTOMATIC INCREMENT LEVEL	Range	Increments	Range	Increments	Range
	\$2000-2750	5 @ \$150	\$2200-3025	5 @ \$165	\$2500-3438	5 @ \$187-188
PROMOTIONAL INCREMENT LEVELS <sup>1</sup>	I \$2900-3200	3 @ 150	3190-3520	3 @ 165	3625-4000	3 @ 187-188
	II 3500	1 @ 300	3850	1 @ 330	4375	1 @ 375
	III 3800	1 @ 300	4180	1 @ 330	4750	1 @ 375
	IV 4100	1 @ 300	4510	1 @ 330	5125	1 @ 375

present nearly 80 per cent of the teachers of the state are under salary schedules in excess of those required by the law. Many local school authorities have adopted schedules exceeding the state mandates. The critical shortage of teachers, as well as the stimulus of the new state salary law, has doubtless been a factor in the adoption of these higher schedules. Providing higher minimums, higher maximums, more automatic increments, and larger increments are some of the ways in which the local districts have increased salaries for their teachers above state requirements.

Actual salaries received by New York State teachers in 1948-49 ranged from \$2000 to \$6000. The median upstate salary in 1948-49 was \$3077, representing an increase of about \$725 over the median salary in December 1946, immediately preceding introduction of the new state schedules.

It is therefore evident that teachers have benefited financially in two ways by the New York State mandate. First, the law itself increased minimum legal salaries by two-thirds or more and set promotional maximums at levels considerably more than double the former automatic maximums. Second, the effect of this recognition by the state of a need for increased salary provisions and the nature of the law itself have resulted in general increases in salaries and salary schedules above mandated levels.

While the teachers of New York State have made substantial gains in terms of salaries and salary schedules since passage of the 1947 law, these benefits may not necessarily prove to be the most significant outcomes of the new legislation. Many observers already have expressed the opinion that the pattern of democratic administration, inherent in the work of local advisory committees throughout the state, may prove to be the most valuable contribution of the New York State experiment.

#### TEACHER PARTICIPATION

The New York State law specifically provides that teachers shall participate in formulating the teaching goals against which their teaching service is to be evaluated. In keeping with this provision, local committees have been appointed and through their efforts the statewide attention of teachers, administrators and school authorities has been focused on the objectives of teaching.

In each district an advisory committee is set up. Most of its members are classroom teachers; the others are administrators, supervisors and, in many instances, school board members. Districts adopting schedules that provide automatic increments to the top of the appropriate state schedule, *i.e.* to the 16th step, are not required to have advisory committees.

The primary duty of these committees is to formulate the basic objec-



tives of teaching in the form of teaching standards, services and evidences of service. These standards and evidences, together with recommended appraisal procedures, are submitted to the school authorities and, when approved, are used in determining which teachers shall receive promotional increments.

These local committees give teachers both a heavy responsibility and a major opportunity to participate in formulating the personnel policies and the educational objectives with which they are directly concerned.

The advisory committee in New York City has 52 members. In the other school districts of the state the advisory committees range in size from three to 32 members, with eight members on the median committee. The membership of a typical committee consists of five or six classroom teachers, one or two administrators or supervisors, and, in more than one out of three districts, one or two board members.

The fact that 121 of the 315 districts reporting included board members seems especially significant, since the voluntary inclusion of these lay authorities gives representation on the committee to all groups directly responsible for school policies and operation. This type of practice should go far in promoting cooperation and mutual understanding among the groups represented.

Classroom teachers elected their own representatives to the committees in 85 per cent of the districts. In 15 per cent of the districts the boards of education appointed classroom teachers

from a panel nominated by teachers. Administrative and supervisory representatives were appointed to the committees by the boards of education in most instances.

Usually the chief administrative officer of the district served as a member of the committee. In a few cases consultants were called in to supplement local personnel. In some districts a workshop for all teachers was sponsored by the board of education, under the direction of university experts; the recommendations were prepared in the workshop.

In practice the advisory committees have generally sought and obtained the active cooperation of the entire staff in the formulation of standards for the appraisal of their work. The reports of these committees indicate that an unprecedented amount of cooperative planning in the setting of educational goals has been taking place.

#### STANDARDS FOR PROMOTION

The New York State salary law specifies that "each teacher shall have opportunities to qualify for promotional increments through satisfactory teaching service and, in addition, objective evidence of one or more of the following special contributions:

"1. Exceptional service to the pupils for whom the teacher is individually responsible.

"2. Exceptional service to the community through nonschool activities directly related to the interest and well-being of young people.

"3. Substantial increase in the value of service rendered to pupils through the teacher's participation in nonschool activities.

"4. Substantial increase in the value of service rendered to pupils, as a result of further education."

Local districts are privileged to select any one or more of the foregoing areas of service as a basis for granting promotional increments. An analysis of plans recommended in 161 districts shows a strong tendency to place the most emphasis on direct service to pupils, with education second, non-school activities third, and community service fourth. In fact, about one-third of the districts reporting have omitted community service entirely.

In weighting the areas of service to be used in the evaluation of teaching this emphasis on direct service to pupils is even more apparent. The average weights given the various areas are: (1) direct service to pupils, 66



Courtesy Chicago Public Schools

#### Appraisal and rating forms are determined by the teachers themselves.

per cent; (2) community service, 7 per cent; (3) nonschool activities, 8 per cent, and (4) education, 16 per cent.

A composite list of the specific services suggested by local districts as standards for the appraisal of direct service to pupils includes the following items:

1. Meeting the personal and social needs of pupils.
2. Creation of situations conducive to good teaching and learning by promotion of desirable pupil-teacher relationships.
3. Stimulation of pupil growth in achieving mastery of basic skills and in understanding of himself, his environment, and his social heritage.
4. Development of programs that provide for continuous constructive use of evaluations of pupil growth in terms of general and specific objectives.
5. Consistent application of the concept of functional teaching.
6. Stimulation and organization of wide participation by pupils in class procedure and extraclass activities.
7. Provision of rich school experience by organization and use of a variety of instructional materials and procedures.
8. Stimulation of pupil growth in social and civic competence by promo-

tion of socially acceptable attitudes, habits and understandings.

9. Teacher-administrator, teacher-supervisor, and teacher-teacher relationships that result in improved service to pupils in general.

10. Teacher's personal qualities that influence and facilitate achievement of educational objectives.

#### APPRAISAL AND RATING PLANS

Many interesting plans and devices have been developed for use in summarizing and evaluating the "objective evidence" of superior teaching specified in the law. Approximately half of the rating devices reported make use of weighted items and some quantitative method of scoring. Some plans call for a record of the sources of evidence used in appraisal as well as the recorded evidence itself.

Another fairly common practice is the setting of a minimum score or number of credit points as a basic requirement for promotional increments. For the most part, the standards and services recommended as criteria for the appraisal of teaching are comprehensive in scope and in keeping with currently accepted educational goals.

In all cases a continuing record of each teacher's achievement is required by law as the basis for promotional

evaluation. The individual teacher and all persons having a supervisory relationship to the teacher may contribute and have access to this cumulative record. Since promotional evaluations are normally required no oftener than every three years, a considerable body of information can be assembled in each teacher's record folder.

The very necessity for keeping such a continuing record and of giving the supervision necessary to provide data for the record is stimulating more adequate supervision of teaching. Such continuing diagnoses of strengths and weaknesses provide a guide for the teacher who is desirous of improving his work.

#### SAFEGUARDS

In addition to these positive and constructive values inherent in the New York salary law, there are many significant safeguards and protective features in the law and its regulations.

First of all, the criteria, the evidences, the appraisal devices, the types of records, and the methods of arriving at evaluations are, in general, determined by the teachers themselves.

Second, teachers contribute and have access to the cumulative record on which their appraisals are to be based.

Third, the common practice in making promotional selections is to determine the relative quality of teaching within the school district only and in terms of teacher selected standards rather than on the basis of arbitrary or absolute standards imposed by some superior authority.

Fourth, the teachers have not only the privilege but also the prescribed duty of revising from time to time the appraisal standards through their advisory committees. This makes it possible for teachers to recommend changes at any time in the originally adopted standards or in the devices and methods used in application of the latter.

#### DISADVANTAGES OUTWEIGHED

While the actual effects of the New York State salary plan on the teaching of children cannot yet be fully assessed, the consensus of those who are most familiar with its operation indicates that benefits both for teachers and for pupils far outweigh any apparent disadvantages. Effects are being closely watched and studied by the state education department with a view to recommending such revisions in the law as experience may indicate to be for the best interest of education.

WHEN one truly comprehends that learning is primarily a maturation process, the new understanding works havoc with many of the commonly accepted ideas in education. As it was when men at last accepted the fact that it is the turning of the earth on its axis, and not the motion of the sun, that causes night and day, so it will be in education when the general public is convinced that it is not "teaching" that causes a child to learn but a natural process that also brings about growth in height, the cutting of teeth, and all those other changes in physical, mental and spiritual development that occur as the human organism matures.

The farmer knows he does not make the corn grow, that all he can do is to provide favorable conditions for growth. The proof that what a teacher does (except as he provides opportunity) produces little or no effect on children is difficult to present convincingly because the conventional teacher's mind is cluttered with a false ideology. For instance, the false belief that intelligence tests measure intelligence and that spelling tests measure spelling ability stands in the way of an appraisal of factual data from the point of view of maturation.

#### WHERE PSYCHOLOGISTS ERR

Consider "intelligence," for instance. Everyone knows from personal experience that individuals differ enormously, not only in physical characteristics, like height and weight, but also in the rates at which they learn and in their power to achieve in different situations. The fact of individual differences is well established and generally accepted.

However, the human mind is not content with facts; it demands explanations as well. We probably could all agree that since it is a fact that one child learns faster than another, there must be some factor that causes the difference. So far so good. The next step is the critical one. Ought one to assume he knows what the factor is, or should he try to discover it by analysis and experimentation?

The scientific method of determining factors is well known. The chemist analyzes matter until he isolates a substance that cannot be split into anything else. Then, and then only, does he name it. For instance, copper is uniquely copper and nothing else.

#### A new interpretation of testing

## DEBUNKING THE I. Q.

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It is constant and does not vary in its atomic weight and other properties as long as there is no change in structure.

Unfortunately, psychologists, educationalists and statisticians generally follow the opposite course, as did also the astrologists, alchemists and all other pseudoscientists. For instance, the alchemists assumed an element, "phlogiston," to account for the observed facts when substances burn. Today many persons never even heard of phlogiston. Yet there was a time when it was as commonly known and accepted as the assumed element "intelligence" is today.

"But, but," you may feel like saying, "you just stated that it is a fact that children differ. Why isn't intelligence the name for that difference?"

To make the matter clear let's shift to something more tangible, health. You admit, do you not, that there is such a thing as health and that individuals differ enormously in it. Then why do you not assume there is an element, health, that is the cause of these individual differences, as you assume intelligence is the cause of the mental differences? Isn't it because you know only too well that health is a complex state, dependent upon what you eat, how you behave, what you think, and many similar factors?

So, as you come to see that a child's score in an intelligence test is affected by many factors and conditions, such as health, sex, age, motivation and experience, you will object to lumping

all these factors together and ascribing the resultant score to intelligence as if it were the sole, or even the major, cause determining the score.

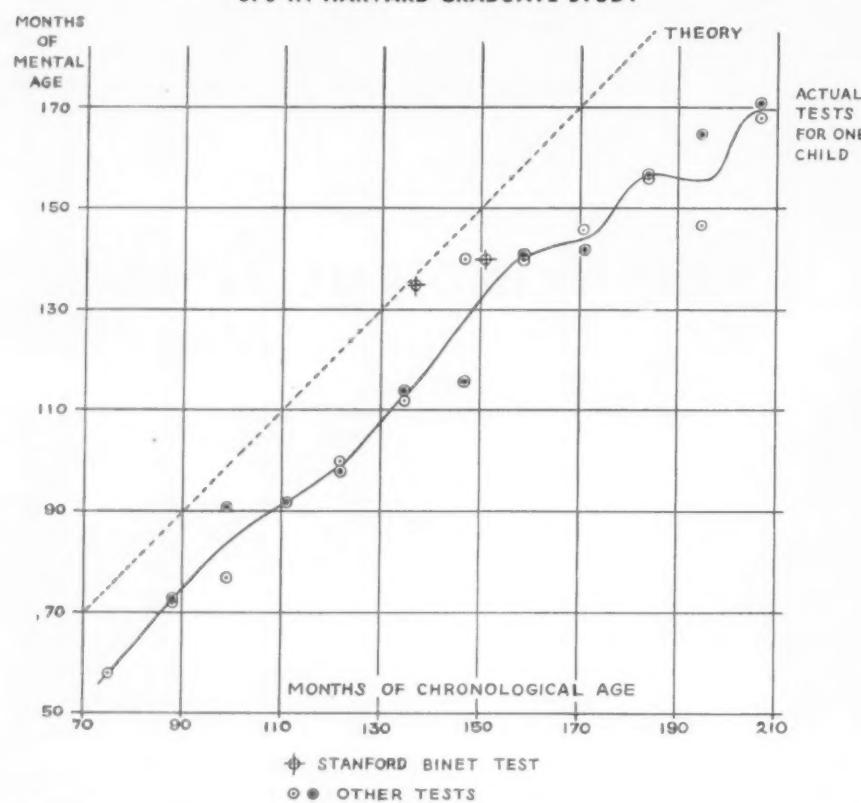
#### HOW TESTS WERE BORN

Consider how intelligence tests came to be. The French schools were clogged with children who didn't learn as other children did: slow learners, morons, defectives and juvenile delinquents. The minister of education appealed to psychologists for help in sorting out the different kinds of children. Binet and Simon studied the problem and had a great inspiration. They carefully determined the behavior of normal children in a number of stunt situations, such as naming the days of the week and repeating numbers. Then they graded these stunts or tests into a series arranged in the order in which they were mastered by normal children.

When a child of 12 can pass no more tests than the normal child does at 9 years of age, we have determined a significant fact that does not involve any assumptions. Even if we say that the 12 year old child has the mentality of a 9 year old, we are still within the bounds of rational thinking. Certainly the 12 year old child is "not so bright" as normal children, if you give "brightness" such a factual meaning.

In general, it is even proper to say the child is not so intelligent in his behavior as normal children of his same age, but we are getting very

FIG. 1—TWENTY-FIVE MEASUREMENTS OF MENTAL AGE OF ONE BOY: CASE 670 IN HARVARD GRADUATE STUDY



One boy's mental development curve. Each dot represents one measurement with a nationally known mental test. After the first year two different tests were used at each annual measurement. The dotted line represents the theoretical development curve of a growth of one year of mental age for each year of chronological age; corresponding I.Q. 100.

The actual I.Q.'s for this boy (Case 607) were, in order, 77, 82, 83, 78, 92, 83,

83, 81, 79, 83, 84, 98, 95, 79, 93, 88, 88, 85, 83, 85, 85, 75, 85, 81, 83, 98.5, 93. The growth is cyclic in character. The I.Q. rises and falls as the child grows faster or slower than theory at different parts of the cycles. The boy's growth is by no means completed at 207 months, but the measurements at the upper end of the curve are too irregular to permit more than a guess at the ultimate maximum. Probably 174, but possibly much higher.

close to the dangerous step of assuming that there is a factor, "intelligence," that causes these differences.

A true scientist would analyze behavior experimentally until he found elemental factors, as distinct as copper and silver, whose combination caused the intelligent behavior. But no such analysis has ever been made. There is no proof that there is such an element as intelligence.<sup>1</sup> Behavior may be analyzed into elements that do not change with age, sex, training or other such factors; but it is too soon even to give names to such elements. Their relationships to scores in tests must be determined experimentally first.

The concept of "mental age" or developmental level was, and is, a great

contribution to educational thinking. Intelligence tests are valuable instruments for determining quickly the developmental status of a child, and if a child is measured year after year so that his mental growth curve is obtained, one can even predict within limits what he is likely to do in any situation. But neither mental age nor I.Q. determines capacity, and predictions from single measurements are generally invalid. Hypotheses derived from test scores should be validated by direct experiments before being accepted as anything more than hypotheses.

Essentially the I.Q. is merely a measure of relative rates of development (mental development compared with chronological development). On the same basis one can obtain quotients for height, reading, social development, and so on, and by averaging all a child's developmental ages

<sup>1</sup>The futile attempts of psychologists to define intelligence are proof of the lack of successful inductive analysis. A chemist has no difficulty defining copper. See Stoddard, George D., *The Meaning of Intelligence*, 1943, pp. 3-42.

can obtain what Olson calls his organismic age.<sup>2</sup>

Behind these developments is some major factor in the maturation process, perhaps the energy of the process itself. But individuals differ in this factor, whatever it is, and such differences account for approximately 90 per cent of all tests scores, whether of intelligence, academic abilities, or social graces. A child's score in a test increases from year to year whether he learns anything or not, just because he is larger, stronger, more mature.

Later it will be shown that scores in all tests are measures of the same general development. When such scores are stripped of their specific factors, the scores in all tests, without exception, intelligence as well as academic, tend to approach common values.

#### HARVARD GROWTH STUDIES

No one accepts such radical generalizations without evidence. Fortunately, the Harvard Growth Study<sup>3</sup> reports the measurement of identical children over and over again for from 11 to 13 years in succession. There were 747 boys and 806 girls measured.

For instance, it is commonly assumed that the I.Q. is constant throughout life and is unaffected by training and experiences. What do the records show? (Fig. 1)

The I.Q.'s vary from 75 to 98.5. How anyone can believe the I.Q. is constant after studying the data in the report is hard to understand. The fact that the directors of the study did not dare use one intelligence test throughout the testing period is proof that scores are affected by practice, and the differences between the mental ages obtained from two measurements of the same child, presumably on the same day or on succeeding days, are also proof of the same fact, among others. A count of the differences in score between the two tests used at the time of each measurement for the first 25 girls and the first 25 boys reported in the study, 474 differences in all, showed that in only 10 cases did the two tests yield exactly the same score.

<sup>2</sup>Olson, Willard C.: *Child Development*, Boston, D. C. Heath and Company, 1949, p. 175.

<sup>3</sup>Dearborn, Walter F.; Rothney, John Wm., and Shuttleworth, Frank K.: Data on Growth of Public School Children. Washington, D. C.: National Research Council, Society for Research in Child Development, 1938. Monographs, Vol. III, No. 1, Serial No. 14.

There are many factors acting to modify the measurements. Many of such variations are caused by mere chance factors, and the mid-difference was 11 points. That is, if one measures a child with an intelligence test and then repeats the measurement immediately with a different test, the chances are even (50-50) that the two mental ages obtained will differ nearly a whole year (11 months). In approximately 10 per cent of the measurements, the differences were two years or more, the extreme difference being more than six years.

#### CAN'T TRUST AVERAGES

Many persons do not know that growth throughout childhood is not uniform but occurs in cycles and that each child is unique in his pattern of maturation. In each cycle he grows from a different starting point, at a different rate, and to a different maximum than other children grow. Recognition of such facts would lead to

the marking of each child in terms of his own growth curve and would abolish averages or norms or standards of interpretation. Binet's scale and all intelligence scaling since Binet's day attempt to measure intelligence or academic proficiency by units that are not units at all.

Why do mental ages of individuals invariably increase with age? Let us compare the growth curve for mental age with that for growth in height of the same individual.

Figure 2 makes it evident that in all three curves we are dealing with a general phenomenon maturation. While the curves for different tests show small differences caused by specific factors dependent upon test elements, scores in all tests move along together. That is, the duality factor of the individual and the maturation are the two major factors in determining scores in all tests.

For instance, the third curve in Figure 2 is based upon the scores of

#### Fig. 3—Motor Control Test

Purpose: Measurement of Quality

Draw a circle around the letter like the key letter and put a cross on all the other letters.

t o t a l  
k r s k n

several thousand boys in-grade-at-age in a test specifically constructed to contain a minimum of thought elements.

The purpose of the motor control test is to reveal the general development, or quality factor, and it is evident from the figure that scores in the test also mature just as other scores do. Scores in this test are measures of fundamental individual differences in quality.

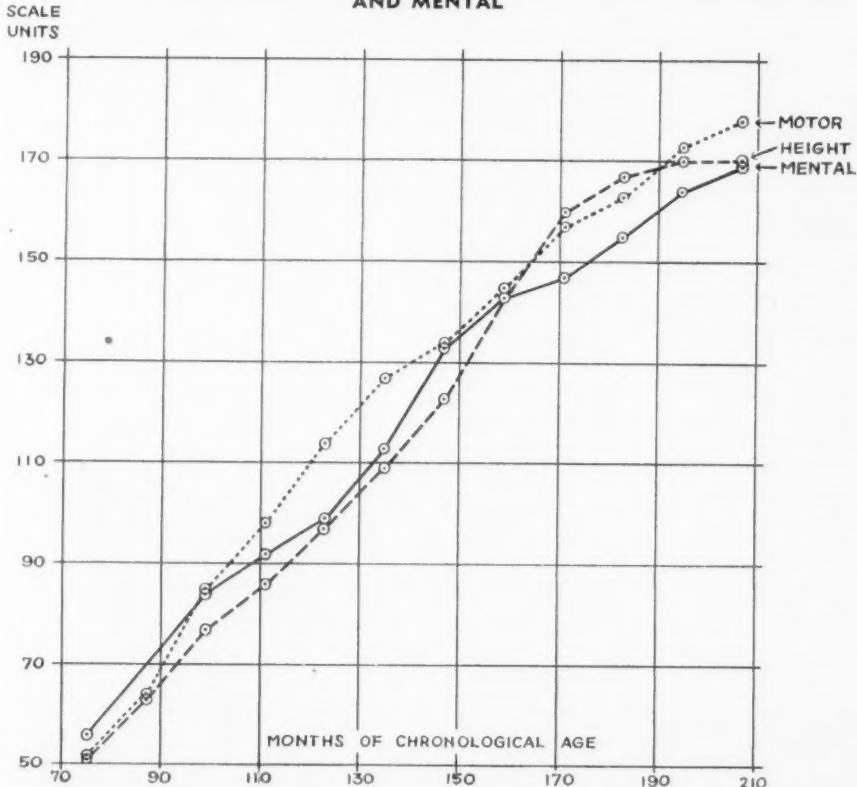
If sufficient care will be taken to obtain reliable measures of an individual's performance in "motor control" and of the specific characteristics of other tests, one should be able to predict from them scores in all other tests with a high degree of precision. The catch is that no analyses of the specific factors affecting special tests, such as reading and intelligence, have yet been made.

#### TESTS ARE CRUDE INSTRUMENTS

The reader may well ask what conclusions should be drawn from the foregoing discussion. It is simply that tests are crude instruments for measuring performance and that when generalizations from tests differ from daily observations, investigations should be made to determine the causes of the differences. In general, a teacher should put no more dependence on the scores in a single test than a doctor puts upon a single reading of a patient's temperature. The I.Q. or, better, mental age is a crude index of the quality factor. Our present tests thus are of great value to one who understands their limitations and knows how to use them in research investigations. But, since the average teacher or administrator is not prepared to make the detailed analysis called for, tests are of little practical value.

Most of the conclusions drawn from the results of measurements made with educational and mental tests are either false or misleading, especially as they relate to evaluation of individuals, teachers or methods of teaching.

FIG. 2—COMPARISON OF THREE DEVELOPMENTS: MOTOR, HEIGHT AND MENTAL



Three growth curves have been so drawn by means of adjusted scales (not shown) as to make the curves fall fairly closely together. The mental age curve is that shown in Fig. 1, and the height curve is for the same boy, Case 670. The motor curve is based upon the mid-scores of groups of boys in-grade-at-age taken from other investigations. While there are marked differences between the curves, they all follow the same

general pattern of cyclic development. The differences are insignificant in comparison with the important truth the figures make evident, namely, that whatever the activity involved in taking a test, scores are so completely determined by the maturation process that the effects of the maturation must be removed before conclusions may safely be drawn about the effects of more specific factors, such as training and motivation.

# Chalk Dust

## A VALENTINE

*Who in his rough and ready way  
Lets all the kiddies roast today  
Whereas he froze them yesterday?  
The Janitor.*

*Who blithely sweeps the busy halls  
Or with stentorian trumpet calls  
Eliminates the playground brawls?  
The Janitor.*

*Who sets the clock and rings the bell?  
Who scrubs out misplaced doggerel  
And acts as general sentinel?  
The Janitor.*

*When heat is needed who is cool?  
Who rules the roost with ironclad rule  
And makes or breaks the whole darned school?  
The Janitor.*

*The Principals may come and go  
They rise and fall ('twas ever so),  
But hail to him who runs the show—  
The Janitor.*

« »

## ALICE IN WONDERLAND

### XI—Alice Goes to a Convention

AS ALICE and the Mad Hatter strolled down the famous Boardwalk, a curious sight met their eyes. Little groups of excited men were arguing wildly in some unknown and bewildering language. "Total growth," the leader would yell in a loud voice, to which the chorus would respond in unison, "group processes," "life adjustment program," "frame of reference," "federal aid." At the mention of federal aid they would all bow reverently.

"Whatever is the matter with them?" asked Alice in amazement.

The Mad Hatter grinned. "It's the annual convention of school administrators," he said. "They have escaped from their schools for a few days."

At this moment a little band of men in racing trunks dashed madly by, shaking hands with themselves and with everybody else in sight.

"That must be the administrators' track team," observed Alice.

"Oh, no," said the Mad Hatter, laughing in spite of himself, "those are only the men running for office. That's about the only fun that school administrators have time for."

"Hush," said Alice. "This is no place to use a preposition to end a sentence with."

By this time Alice had reached the Largest-Auditorium-in-the-World and was glad of a chance to rest her feet. The huge barn was virtually devoid of life. From time to time a speaker would arise, adjust his Phi Beta Kappa key to impress the nonexistent audience, take out an interminable manuscript, and read without excess of expression or enthusiasm. Near by sat the official timekeeper with his calendar. As the speakers droned on, he noted the days. The few spectators slept soundly.

"I can't stand the solitude," said Alice. "Why doesn't somebody do something?"

"They are resting," said the Mad Hatter. "The poor fellows have been dealing with Boards and P.T.A.'s and are worn out. Maybe we had better go see the Exhibitors, because they are a much livelier bunch of people."

As Alice entered the Cavern of the Exhibitors she stared in amazement at what appeared to be a combination auction, bankrupt sale, and country fair. Maps, mops and miscellany filled every booth. Physiological and psychological displays vied for attention with encyclopedia exhibits and free seats for the weary. All the Exhibitors were busy handing out samples of key rings, sections of skeletons, tissues and floor polish. Faster than the eye could follow, these valuable souvenirs were being gobbled up by the crowd.

"Why are school administrators so pleased with a handout?" asked Alice.

"Because they get precious little at home," said the Mad Hatter, helping himself to a couple of stainless steel blackboard erasers and a laboratory foetus of a field mouse.

"It is all very confusing," said Alice. "A convention of school administrators is quite different from conventions of Elks, Lions and Mooses, isn't it?"

"Yes, indeed," said the Mad Hatter with a leer. "There is an old saying that when educators assemble for a confab they bring a copy of the Ten Commandments and a \$10 bill, and the poor fellows can't afford to break either of them."



*Frederick J. Goss*

# HORIZONS BEYOND THE CLASSROOM

**prepare teachers to fight for educational reforms**

**KENNETH E. McINTYRE**

Assistant Professor of Education  
University of South Dakota

MUCH of the criticism commonly leveled at teacher training programs boils down to this: We aren't making the work *practical* enough. It is my belief that such criticism is more valid than most of us care to admit. It is not that what we are doing is wrong but that we are failing to do our part in correcting situations that tend to vitiate the good work that we are doing.

To be specific, what does the product of a school of education find when she gets onto the job? She has been told that guidance is all-important in modern education, but she can't guide pupils through a succession of experiences suited to individual needs when those "experiences" are pitifully limited by the inadequacies typical of the small school system. She needs and wants capable supervision, but again she finds that supervision is one of the expendable "extras" that are feasible only in a school system that is organized on a broad enough scale to make it financially practicable.

She knows the limitations of inadequate supplies, equipment and plants, but she finds that her school district cannot afford adequate ones. In short, while much of her training can be used in improving a bad situation it does not suffice to correct the deficiencies that will persistently prevent her from doing the type of work she knows how to do.

## STONE WALLS

Anyone who has made a serious study of school conditions throughout the country cannot fail to see the primary importance of adequate district structure and adequate finance to modern education. District structure and finance are the stone walls that confront educators from coast to coast when they attempt to solve the pressing problems involved in doing justice to American school children and to society as a whole. The foregoing

statement is so widely accepted among thinking people that it is a truism. The surprising thing is that we do so little about it.

What has all of this to do with the education of teachers? Aren't finance and redistricting matters that are best left to legislatures, boards of education, and school administrators? The answer is an emphatic No. In our traditionally democratic system, changes are made by majority consent, which requires education of the people involved in the issues. This is too big a job for the personnel in state departments of education, college professors, and school administrators to do alone.

But under the leadership of these persons schoolteachers themselves are in the best position to interpret to the various communities, large and small, how education can be improved. It is a small but potent minority of the teaching profession itself that, generally through ignorance, has been most effective in sabotaging progressive legislation in the essential areas of redistricting and school finance.

Interest groups that stand to lose money when school children gain better schools are delighted to quote county superintendents, for example, who oppose the reorganization of school districts. To the confused layman and the "ordinary" schoolteacher, who have made no special study of such matters, the issues are so cloudy and emotionalized that little effective action is taken.

In states that have accomplished much in the areas of school district reorganization and school finance, a common factor has been aggressive leadership and an enlightened profession. The pattern has been established; we have many of the answers to our most important problems, but those who have the answers don't have a majority of the votes on election day, and they aren't members of legislatures. A comprehensive program of

interpretation, with teachers as key figures, can do much to achieve needed educational reforms.

No teacher education program is complete until the prospective teachers have a general understanding of school support and structure. If they have this understanding, the prevalent disillusionment among our teachers can give way to an aggressive attack on the real problems. It is a slow, painstaking, often discouraging task, but the successful experiences of some states should be a hopeful challenge to those in more backward areas.

## ADMINISTRATORS MUST HELP

School administrators must start where the teachers colleges leave off, with an in-service education program that includes a good look at the forest as well as the trees. In too many instances, the administrators themselves are almost completely innocent of any real understanding of these important matters; the in-service education in their schools understandably omits any reference to such problems. It goes without saying that administrators should be among the first to "get the spirit."

The job of teaching teachers, in many institutions, has too long consisted of attempting to produce in individuals a knowledge of the ideal—the ideal curriculum, the ideal administration, the ideal supervisory program. All of this is good. It is essential, however, that we start trying to give students a knowledge of those problems that prevent the operation of the ideal in the majority of the schools and a sense of responsibility for doing something about it.

It will be a great day for American education when the large majority of our teachers function in the community as guides toward better school legislation, so that they can have a fighting chance to function in the classroom as guides toward better lives.



**LYMAN B. OWEN**  
Superintendent of Schools  
Wellesley, Mass.

and

**ROGER M. WOODBURY**  
Principal, Tilton District  
Haverhill, Mass.

## *Plan your* **PRESCHOOL CLINIC now!**

THERE is a growing conviction not only that the preschool clinic is here to stay but also that various features of the clinic should be continued through the 12 years of the common school program.

The clinic does not presume to take the place of well-child conferences or to eliminate the necessity for proper care and immunization during the first year of a child's life. It does, however, at the preschool level, afford an opportunity for additional growth which participants in Haverhill's program feel is the school's responsibility even before a child's formal school training begins.

Eight school days were devoted to the fourth annual preschool clinic in Haverhill in May 1949. Regular classes were not held during the morning in the first grade rooms in schools in which the program was being conducted. These rooms were open all morning for clinic and registration use.

Four hundred and twenty children were registered, interviewed and examined, and 409 parents were present for interviews and conferences. These children were approximately 80 per cent of those who enrolled in the first grade in September 1949.

Mr. Owen formerly was superintendent of schools at Haverhill, Mass.

Four school doctors, a pediatrician, four school nurses, two dental hygienists, two dentists, all elementary school principals, all the first grade teachers, a nutritionist and a dental consultant from the state department of public health, and employees in the school's central office took part in the clinic.

A guide for the teacher-parent interview, first step in the clinic, was worked out by a committee consisting of principals, supervisors, teachers and parents and was placed in the hands of each first grade teacher. This initial contact between the teacher and the incoming pupil and his parent should be utilized by the teacher as the start of effective school guidance.

### SCHEDULE GIVEN

The work of coordinating the entire program fell to the superintendent of schools and more directly to one of the elementary district principals, who was designated as coordinator of the clinic. Those interested in such a program may wish to read a schedule of the preparatory and organizational activities:

April 13. Initial letters sent to doctors and to state nutritional worker.

April 15. Doctors, first grade teachers, nurses and health agents invited to meeting April 26.

April 16. Arrangements made with dentists and pediatrician; letter sent to the state department of health's dental consultant asking for her support.

April 25. Initial press release written; letter requesting the services of the city health department sent; schedules printed.

April 26. Meeting held with state department of health's nutritional worker, state health education worker, local director of physical education and health, first grade teachers, doctors and nurses; story about this meeting printed in the newspaper; referral cards for use with pediatrician drawn up and printed; confirmation received from the board of health through the health agent.

May 2. Letter requesting the help of the central council of parent-teacher associations mailed; letter containing schedules for members of the board of health staff sent to health agent; schedule mailed to dentist and to state dental consultant; questionnaires completed for use in nutritional guidance by the teacher and the nurse; copy of clinic schedule sent to the press through the central office; direction booklet completed for printing.

May 6. Copy for posters sent to the printer.

May 9. Posters received and put up.

← A dental examination is part of the Haverhill preschool clinic.

The school doctor explains → use of a growth chart to a mother.

May 10. Manual of directions completed and sent to doctors, nurses, principals, the state department of health, and the local board of health; third news release sent to local press.

May 11. Material sent to local radio station; schedule and booklet mailed to dentists.

May 12. Additional material sent to press.

May 16 to 25. General supervision of the clinic with daily reports of progress sent to the superintendent's office and to the press; reports on various phases of the clinic collected from participants.

June 3. Final report compiled and submitted to the superintendent.

#### FOLDERS PROVIDED

In the Haverhill clinic all necessary equipment and facilities for carrying out the program, such as chairs for parents, pencils and screens for dressing rooms, are provided well in advance. Each principal also is supplied with a folder containing materials needed by each of the schools in his district. Included in the folders are:

1. General instruction sheets for principal, teacher, nurse, dentist and doctor.

2. Schedule for clinic for teacher and principal; others receive copies through the mail in advance.

3. For the teacher: (a) booklets ("Your Task and Ours") to be given to parents, (b) registration sheets for the listing of pupil data, (c) guide for the parent-teacher interview, (d) registration cards to be filled out by the parents, (e) form for report to superintendent, (f) questionnaire relating to nutritional guidance.

4. For the nurse: (a) form for report to the superintendent, (b) health record cards, and (c) questionnaire relating to nutritional guidance.

5. For the dentist: (a) form for report to the superintendent, and (b) dental inspection chart.

6. For the doctor: referral cards.

Principals are requested to arrange for several upper-grade pupils to be on hand during the clinic to direct parents and to assist teachers, nurses, doctors and dental hygienists in any way possible. Also, principals are en-

couraged to enlist the aid of P.T.A. members. The latter might help to set up the medical examination room, for instance. We always ask the central council of parent-teacher associations to help us.

Since equipment and facilities are sometimes difficult to obtain, directions generally are given for the following setups:

1. *Room setup.* At each registration center rooms must be provided in which medical and dental examinations can be given and in which interviews between parents, teacher, nurse and pupil may be conducted. Principal, teacher and nurse will have to exercise ingenuity if the total registration is to be carried out in an efficient manner. An assembly line setup, such that parents with their children may progress from one phase of the clinic to another in a continual procession, with as little waiting as possible, seems to be the most effective. It is important that children be prepared for the medical examination, being completely stripped and ready for the doctor, whose time is limited.

2. *Suggestions for arrangements necessary in conducting medical examinations.*

A. Dressing rooms: Separate dressing rooms should be provided for boys and girls. If necessary, one room may be divided by screens. Each dressing room should contain chairs or benches on which clothes may be placed. These dressing rooms, or screened areas, should lead directly into the examining room. Papers on which children may walk should be placed on the floor. It is advisable to ask each parent to bring a towel with which to drape

her child while the latter waits for the examination.

B. Doctor's examining room: Each doctor's examining room should contain a table on which the child may lie, a blanket to cover the table, and two chairs. The room should be well lighted and should contain a wastebasket. Sheets of paper on which each individual may lie should be available.

C. Additional doctor: The additional doctor scheduled for those schools at which a large registration is anticipated should be given a room separate from the general examining room in which he can talk with the parents and children. Lighting should be adequate, and several chairs, a blanket, a covered table, and sheets of paper should be available. A screened corner in which children may undress is desirable.

Those participating in the Haverhill clinic believe a maximum program now has been provided and that it is not advisable to attempt any further services within the framework of the clinic until refinement and perfection of the present activity have been achieved.

Some of the participants have recommended a workshop for the various groups participating prior to the clinic. Teachers, dentists, dental hygienists, nurses and doctors need more detailed instructions, it is felt, on the use of growth charts, the nutritional guidance phase of the program, and the interview with parents.

Representatives from several other cities and from other health agencies have visited the Haverhill preschool clinic during its operation and have been favorable to the program.



*Applying democracy to*

# STUDENT ORGANIZATION

HARRISON High School believes that democracy must be experienced by its future citizens if they are to learn democratic ideals and practices. We think that student cooperation and student participation in the administration of the high school are highly desirable.

During the last school year we put theory into action through what we call our General Organization, which unifies student organizations under one general control, ensures more democratic representation, and affords all students more effective experience in democratic citizenship.

Although insufficient time has elapsed to permit us to appraise scientifically the results of our new General Organization, after a year of operation we have formed certain judgments concerning the plan's future success.

Some of the achievements during the first year were:

#### FIRST YEAR'S GAINS

1. The organization allocated funds to participating clubs and other organizations. It heard pleas for additional funds from member organizations and made decisions concerning these pleas. Thus it controlled its own budget. Previously the faculty treasurer of the student council controlled the budget for student clubs and other organizations.

2. It authorized groups to raise funds by giving individual classes or groups permission to sell certain items, such as popcorn, frankfurters, soda pop, and candy, at specific basketball or football games. This was helpful in avoiding competition between rival clubs which, before this arrangement was made, sold articles at the same function.

3. It appointed a high school assembly committee to help plan and select paid assembly programs given for high school students.

4. It appointed a committee to discuss and develop with the high school

**LOUIS M. KLEIN**

Superintendent of Schools  
Harrison, N.Y.

principal an experimental plan with regard to marching to assemblies.

5. Administratively, the organization enabled the high school principal to work with homeroom representatives in handling requests for funds for the Community Chest, Red Cross, Cancer Fund, and other schoolwide projects.

#### WE CALL IT G.O.

It was in the spring of 1948 that the high school student council drew up a plan to provide for a better and more democratic type of school government.

Members of the General Organization are a president, a vice president, a secretary, a faculty treasurer appointed by the board of education as required by state law, a faculty sponsor, and two assistants selected by the high school faculty, and representatives elected by students in each of the 20 homerooms.

Each homeroom elected a president and a secretary-treasurer. The homeroom president automatically represents his homeroom in the General Organization. The homeroom secretary-treasurer is the alternate representative.

The president of General Organization must be a senior; the vice president and secretary may be either juniors or seniors. In electing the officers we employ all the technics used in nominating and electing persons to public office on a local and national scale.

During the first few weeks of school, the students learned in their social studies classes how to use a small voting machine lent to the school by town authorities. Teachers discussed with students the qualifications for officers of G.O. Registration procedures were reviewed.

To have his name placed on the ballot as a candidate for one of the G.O. offices, a student had to file a petition signed by 10 per cent of the students. Since Harrison High School had an enrollment of 480 last year, each petition had to be signed by at least 48 persons. Six students filed petitions as candidates for the offices of president, vice president and secretary.

Once the petitions were filed, the high school became a beehive of student political activity. The candidates were sponsored by six different political parties: the Reform, Dixiecrat, New Look, Independent, Active and Student parties. Each of these parties had a campaign manager.

The high school principal met with the six campaign managers and discussed with them the amount of time each party could have daily over the school public address system for advocating the election of its candidates. Permission was granted for each party to put up posters and photographs in the school corridors and on bulletin boards. Campaign literature was discussed. Arrangements were made for a student assembly at which each party would present its slate of officers, the party platform, and the reasons that its candidates should be elected.

#### ELECTION EXCITEMENT HIGH

The assembly at which the candidates were introduced by their respective managers was a memorable one. The auditorium walls were gaily decorated with political posters and banners. Students championing the various parties brought streamers and large posters with them. As the campaign managers finished their five-minute speeches to the assembly, telling why their candidates should be elected to office, the candidates walked across the auditorium stage so that they could be seen by the students. Members of each party cheered and waved placards for their candidates.

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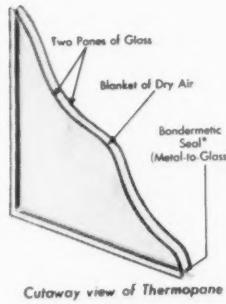
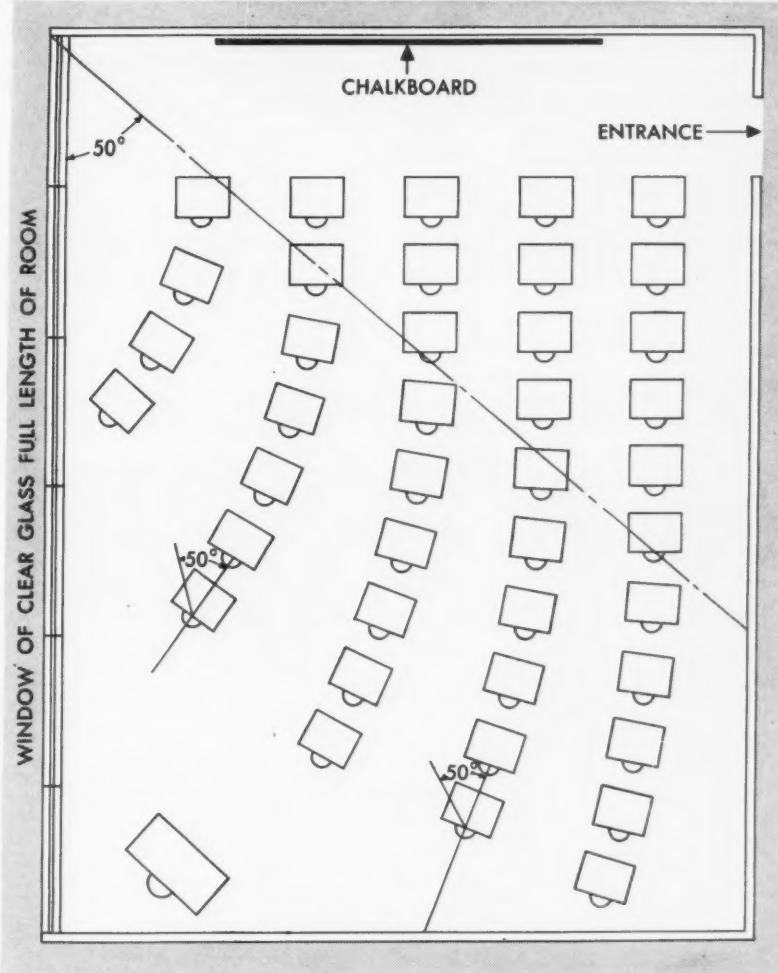
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The assembly, held on a Friday afternoon, was followed by one day of registration. The election was held the day after the registration.

The high school was divided into two election districts. Two student volunteers worked each period of the school day for each district. Forty students were members of the board of elections, supervising both the registration and the election.

Students were permitted to register any time from 8:30 a.m. to 3:30 p.m. The town authorities gave the school a general election poll book such as is used in town election. Students were required to sign their names in the book as they registered. More than 90 per cent of the students registered. Of

the 27 who did not register, half were absent from school that day.

All parties agreed that a candidate must receive a majority of the votes cast to be elected. Of the 453 eligible students 442 voted in the first election. No candidate received a majority, although the highest man was within eight votes of a majority. Under previously agreed on rules, a second election was held. The three candidates for each office who had received the largest number of votes were listed on the second ballot. Of the 453 eligible voters, 432 cast their ballots in the second election.

The many favorable comments made by students indicate that they like the new setup. They feel that they have

direct access to the G.O. through their homeroom representatives and through them can quickly make known their ideas for changes in school policy. They also believe that they learn more effectively about action for a change of policy discussed by the G.O. because the representatives report on all G.O. meetings to their homerooms.

All in all, it is the belief of members of the high school staff, the principal, and the students that this new student organization will prove to be much more satisfactory than was the previous organization. They also think that the technic employed to elect General Organization officers helps teach students how to evaluate the qualities needed in effective leaders.

## ANYONE CAN BUILD THIS BICYCLE RACK



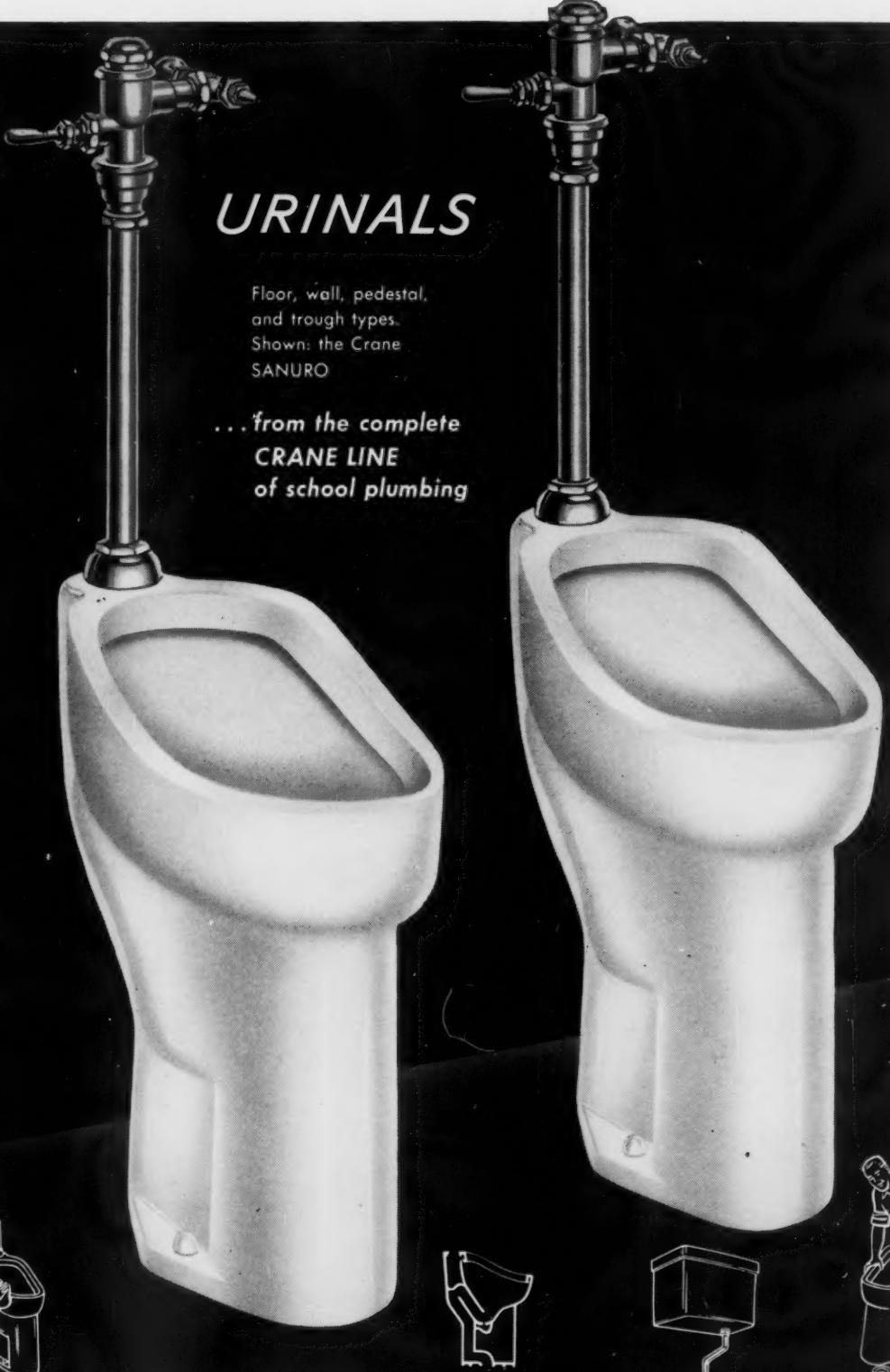
AN EVER present problem connected with bicycle parking on school grounds has been solved by the firm of McFadzean, Everly and Associates, site planning engineers, Winnetka, Ill. The photograph shows an installation of their new but simple form of rack composed of a horizontal piece of pipe, supported by a series of upright pipes set in concrete. A

pupil merely raises the front bicycle wheel and hooks the handle bars over the horizontal bar, locking the handle bars to the pipe with a chain and padlock if desired. The inconveniences arising from too wide or too narrow slots, as embodied in the old fashioned rack, have been eliminated. Construction is simple and inexpensive. Upon request, McFadzean, Everly and

Associates will permit the use of this design by any school administrator and will send, free of charge, a small print of a typical rack showing dimensions and details of construction.

Anyone can build a rack like this. This one, which has been in operation at South Park Elementary School, Glencoe, Ill., since last fall, has worked out successfully.

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## **Chief State School Officers recommend**

# **ACTION PROGRAM FOR 1950**

**D**ECISIONS denoting things to come were reached by the National Council of Chief State School Officers at its annual meeting December 6 to 10 in Biloxi, Miss.

"The chief state school officers can influence the course of education perhaps as fundamentally as any group in the United States," said their executive secretary, Edgar Fuller. "And they should, both as state officials and as professional leaders in a country where public education is a state function and general supervision of private education is a state responsibility."

The council is approaching a self-supporting financial basis, Secretary Fuller reported. January 1, 1950, is the mid-point of the three-year \$40,000 grant from the General Education Board. With nearly 40 states contributing to council support in 1950, the organization expects to be on its own financially when the grant expires.

"American education must accelerate the democratization of its administrative structure," warned the state school officers in resolutions adopted at their business meeting on December 10.

"It is not enough that we provide merely the physical facilities for the vast numbers of American children whom we must educate in the years ahead. The development of socially, morally and economically competent citizens is best achieved in an atmosphere which permits and requires responsible participation in problem-solving by teacher and student alike. Freedom can be preserved best by those who understand and who practice its obligations."

### **CHANNELING OF FEDERAL AID**

On the subject of federal aid, the council did not specifically endorse S. 246 or any other bill, nor did it follow the N.E.A. lead in demanding that federal aid for operating expenses must be adopted *prior* to the adoption of federal funds for building purposes. The resolution called for "the immediate passage by Congress of a general federal aid bill in support of

state efforts to meet the overwhelming educational task now faced by our public elementary and secondary schools." The statement stipulated, however, that "this aid should be channeled through the U.S. Office of Education and through the several state educational authorities, with administrative direction and control permanently reserved by law to the states."

Similar control was recommended in a request for federal grants for pub-



**Pearl Wanamaker is new president.**

lic school buildings. The group specified not only that such funds should be channeled through the U.S.O.E. to the states' education agencies but also that "legal guarantees must be established to assure the apportionment of funds within states according to plans developed by the respective states."

Another resolution agreed with a point of view expressed by Willard E. Givens, executive secretary of the N.E.A., in his address before the council earlier in the week, *i.e.* that federal legislation to increase the educational opportunities for able youth of secondary and college age (such as scholarships) must be deferred until "these primary obligations" (school-housing and equalization of opportunity) have been met.

Without opposition, the group supported "the traditional American position that taxes should not be levied against the people for financing sectarian or religious instruction."

On the subject of federal relationships to education, the chief state school officers took several other positive stands. They insisted that vocational rehabilitation is primarily educational in character and should be assigned permanently to the Office of Education. Likewise they held that the distribution of surplus property to schools should be assigned permanently to the U.S.O.E.

Some of the practices of the Veterans Administration, especially its so-called "investigations" of schools, were strongly condemned in comments from the floor. Speakers pointed out that if these policies were carried to their logical conclusion the Veterans Administration would be setting up a separate federal system of education.

There was considerable discussion of the acute problems of school support created in those districts where federal activities, such as training camps and other military projects, bring an influx of school children far beyond the ability of the local school district to educate. The council pointed out that "an adequate program of general federal aid to education in the state, based upon need, would largely prevent the necessity of special federal funds to meet emergency conditions." It recognized, however, that "under present conditions of inadequate financial support of education on both federal and state levels, special legislation to correct obvious injustices arising from activities of the federal government in the various states is necessary."

Regrets will be expressed to the President of the United States "that no person directly concerned with the education of elementary and secondary school children was placed on the National Committee for the Mid-Century White House Conference on Children and Youth."

### **WANTS MORE RESEARCH**

With several representatives of the U.S. Office of Education participating in the workshop and the general program, the work of this office was appraised, and expansion of its services was proposed.

Primarily, the council believes that the research and consultant services of the U.S.O.E. should be greatly expanded. This federal agency was urged to make available before the end of the current fiscal year the results of its study of public school finance programs and to complete promptly its



**Representative stills taken** from Royal's new film, "Right—at the Start."

# Book "RIGHT—AT THE START" promptly!

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Royal's new, dynamic 6-reel school film comprises 19 sequences each in effect a separate lesson.

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proposed study of capital outlay programs, so that these findings and conclusions may be considered at the next annual meeting of the council.

#### ASKS UNIFORM RECORD SYSTEM

The U.S.O.E. also was asked to make immediately the necessary studies from which to recommend a uniform system of basic school records and reports, such studies to be made in cooperation with representatives from the 48 state departments and to be ready before the next annual meeting of the council.

The state superintendents backed up these convictions with the request that "Congress recognize the greatly increased need for educational research programs and that adequate appropriations be made to the U.S.O.E. for these purposes. These research programs should be conducted in cooperation with state departments of education, colleges and research institutions, and with individual scholars."

In urging Congress "to make adequate provisions" for travel by U.S.O.E. personnel, another resolution pointed out that "states least able to pay transportation are often those having greatest need for consultant services."

General accord with these resolutions was implied in the address by U.S. Commissioner E. J. McGrath, read to the group by his deputy, Rall I. Grigsby. Commissioner McGrath's paper stressed the theme that the educational activities of the federal government should *strengthen* rather than weaken state and local educational administration. Commissioner McGrath agreed that federal funds for education should be apportioned directly to the states and not to local school systems. He urged that more attention be given to the improvement of the administrative structure for state and local school units and to the selection and training of professional personnel for a continuing program for improvement of instruction on the job.

Another speaker who asked for more educational research was Edgar L. Morphet, professor of education, University of California. Dr. Morphet was associated with Francis S. Chase in the preparation of the recent study of the 48 state school systems for the Council of State Governments.

"The people can no longer be fooled," said Dr. Morphet. "We need more studies in education so that we don't have to speculate and theorize."

State aid for capital outlay and the reorganization of state school laws are two areas in which research and action are especially needed, he declared.

The council stood firm in its position that the U.S.O.E. should be made an independent agency of the federal government. Stated the resolution: "This agency should function under the general direction of a policy determining board of outstanding laymen. These board members should be chosen without regard to political affiliations and with emphasis upon their special fitness for national service. This board should have powers of policymaking and appraisal, with authority to appoint the U.S. commissioner of education, who would serve as the principal administrative officer of the board and of the U.S. Office of Education. The council further believes that the duties and responsibilities of the U.S. Office of Education and of its national board should be expanded to embrace the operation or coordination of educational activities of the entire federal government."

A panel discussion keynoted by Hugh Masters, educational director of the W. K. Kellogg Foundation, explored many opportunities for improving the training of the school administrator. Mr. Masters urged greater intergroup action within a community under the leadership of the school superintendent.

#### ADMINISTRATIVE TRAINING SOUGHT

The council expressed "an approving interest in the efforts of the W. K. Kellogg Foundation to develop cooperative programs for the preparation of school administrators" and invited its members "to lend their support and approval." The state superintendents also recommended that "graduate schools organize especially designed programs to offer significant administrative experience to school administrators."

The revival of interest in state school board associations and efforts to increase the effectiveness of these groups through a national school board association received strong support. Members of the council pledged "complete cooperation with such school board associations to strengthen public education and to preserve its ideals."

The council approved the efforts of the American Association of Colleges for Teacher Education "to promote nationally higher standards and criteria

of institutional accreditation among authorized teacher preparing institutions." The resolution qualified this endorsement, however, by pointing out that such activity can be considered as "a service to state departments in exercising their own constitutional and statutory responsibilities for the accreditation of teacher preparing institutions within their several states for the issuance of certificates."

#### WILL INVITE CANADA

Next year the council will invite chief school officers from Canada to be special guests. This proposal followed a discussion of education as a force for building a secure peace. The council urged generous support for UNESCO's program to replenish the war-destroyed libraries of the world.

Other resolutions (1) commended activities of the N.E.A. National Commission on Safety, (2) encouraged the expansion and improvement of adult education programs throughout the nation, (3) approved the development of regional planning and cooperation in education, (4) urged that appropriate administrative arrangements be made to obtain a coordination of health education and services, and (5) took a firm stand against the issuance of teaching certificates to individuals having less than four years of educational preparation beyond high school.

Other principal speakers included: Ray L. Hamon, chief, school housing section, U.S. Office of Education; John E. Ivey, director, regional committee on education, Atlanta, Ga.; Leo P. Black, state director of supervision and curriculum, Nebraska; G. Robert Koopman, associate state superintendent for instruction and educational planning, Michigan, and J. Cayce Morrison, state coordinator of research and special studies, New York.

#### FIRST WOMAN PRESIDENT

Mrs. Pearl A. Wanamaker, state superintendent of public instruction for Washington, was elected president, thus being honored as the first woman to head the council since its organization in 1929. Mrs. Wanamaker was president of the National Education Association in 1946-47. She has been state superintendent in Washington since 1941.

The immediate past president, Clyde A. Erwin, state superintendent for North Carolina, automatically becomes first vice president. The new second

(Continued on Page 126.)

Fenestra Hollow Metal Doors in Mandeville High School, Flint, Michigan. Architects: Bennett & Straight, Dearborn, Mich.



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Simplification, as a key to economy, has been given a full ride in Fenestra's latest development in doors.

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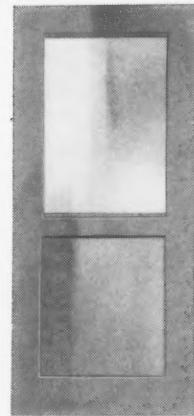
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# The School Cafeteria

## PHILOSOPHY OF A SCHOOL LUNCH PROGRAM

CONSTANT work over a period of years with programs in every section of New York State has helped us to formulate our basic beliefs for the organization, development and administration of school lunch programs.

As the results of current nutrition research, of studies of scientific management, and of newer educational methods are made available for our consideration, I am sure that the scope of the program will be broadened and our guiding principles will continue to change as we put new knowledge and ideas into action.

These basic beliefs make up our present philosophy of a school lunch program:

1. A good noon meal that meets at least one-third of the day's nutrition requirements is essential for all children. A limited number of children may go home to a good meal, some will bring an adequate lunch from home, and a few may buy a good complete lunch at the corner store. For the vast majority of our children, the answer is a complete noon meal served at school.

2. The price of the meal should be reasonable so that children can afford the lunch. Extra items that cost a great deal to prepare and resale items that contribute little to the nutritional value of the lunch have no place in a good program.

However, reimbursement from the federal government and from the state under the National School Lunch Act, local sponsors' contributions, community assistance, trained management, and full use of donated commodities are all important factors in keeping the lunch at a reasonable price. Evidence proves conclusively that more children buy the lunch when the price is reasonable.

Prepared from a talk before the School Lunch Institute of the Food and Nutrition Division, Health Council of Greater New York, New York City, November 1949.

### MARGARET PRENTICE

Chairman of School Lunch Supervision  
New York State Department of Education

3. The lunch should be provided free or at less than prevailing cost to those children who cannot pay the full cost without discrimination. The method of selecting these children should be determined by school authorities.

The school doctors and nurses are best qualified to select children whose nutritional status indicates that they need the meals. Teachers observing the children in their classrooms may share in this selection.

Those supervising the lunchroom and observing the home-packed lunches have real evidences of the need for free meals. There also are children from families that could pay for the lunch but that have other ideas as to how the family income should be spent. These children need our consideration.

### FINANCING FREE MEALS

The matter of financing free meals continues to be a problem. With the increasing number of children needing the lunch, it is too much to expect the "paying children" to carry all the load. Appropriations by welfare and educational groups are necessary, and community groups may well regard this problem as one with which they should be concerned.

4. The school meal is a part of the total school program. As such, it needs the same careful consideration as any other program in the school requires. Adequate space for kitchen, serving and dining rooms, suitable equipment for food preparation, serving and storage, and proper facilities to meet all sanitation requirements are "musts" for all schools. Just as the funds are provided for qualified teachers, supervisors and other school personnel, so should the need for well trained school

lunch supervisors, managers and workers have the careful consideration of our school budget makers. New York City sets a good example by accepting these responsibilities.

It is heartening to observe that more adequate space and facilities are being provided in the new buildings now being planned and that more schools are including funds for school lunch management in their budget. The school administrator is responsible.

5. The school meal is a part of the school health program. The school lunchroom is the laboratory in which children learn and apply the essential facts of nutrition and experience an actual social situation that relates to everyday living.

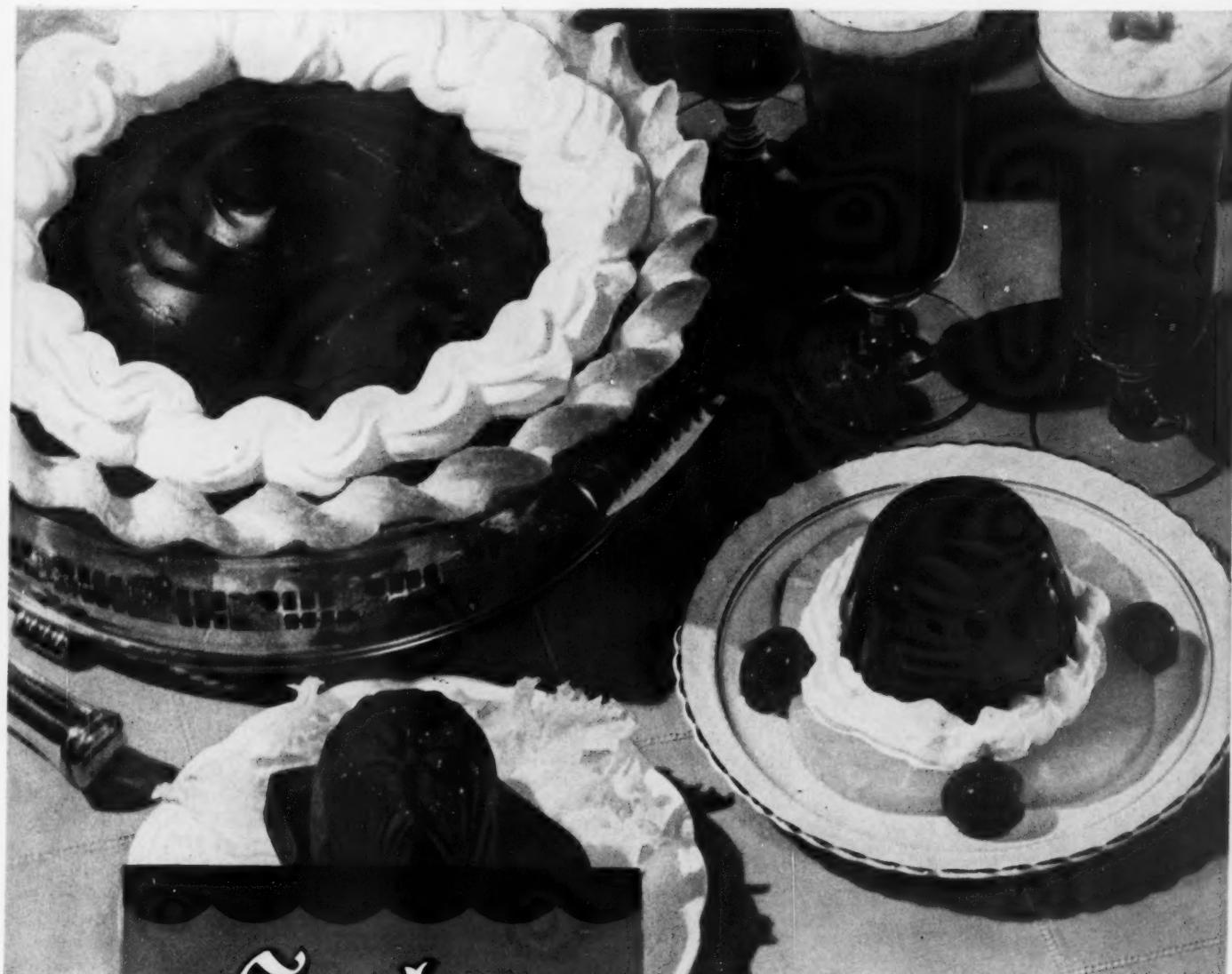
Children are given the opportunity to wash their hands before eating; the meal is scheduled at a reasonable hour—not too early or too late—and children are given sufficient time to eat (at least 30 minutes). A place is provided for books and wraps so that they are not brought to the table. The atmosphere of the dining room is quiet, pleasant and relaxing. The ventilation is satisfactory.

In the classrooms children learn how foods make them grow, the contribution of specific foods for growth and development, how to plan well balanced meals, the importance of good nutrition, and the importance of food to our own economy, as well as the fact that food has world significance.

6. All teachers have a share in the program. Lunch supervision should be a part of the teachers' responsibilities and not an added duty. Teachers sharing in supervision can guide the children to improve their food habits and to use accepted social behaviors and approved citizenship practices. By eating with the children, teachers may gather important data for teaching nutrition. Every teacher has a big share in the lunch program, and the ingenuity that hundreds of them are

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It's the dessert that makes the meal! And for quick, economical, inviting desserts, there's nothing like Sexton gelatine dessert . . . or Sexton chocolate dessert. So easily prepared! So many delightful ways to serve them . . . each one smooth, flavorful, alluring to the eye. Wholesome and delicious for young and old. Serve them often.



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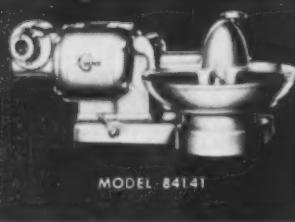
JOHN SEXTON & CO., 1950

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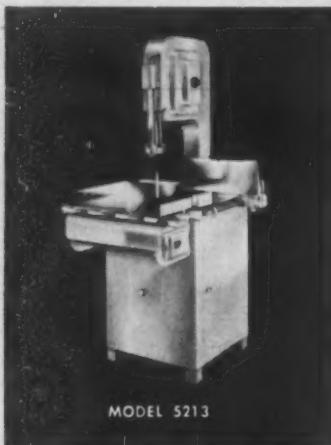
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MODEL A-200

#### SITUATIONS WANTED

#### SITUATIONS WANTED

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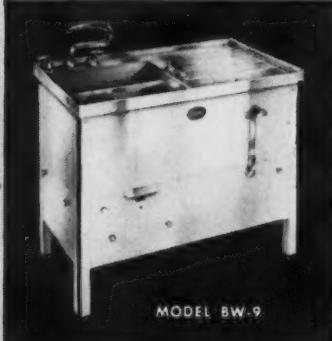
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MODEL BW-9

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• EVERY ONE of these Hobart helpers is backed by years of on-the-job experience. They're neat in appearance, able to perform any kitchen chore quickly, efficiently and economically. They can furnish excellent references—from thousands of installations where they've proven their worth many times over. They're the caliber of helpers you enjoy employing—the kind that serve faithfully year after year and speed kitchen operations.

Take Hobart dish or glasswashers, for instance. They turn out tableware that's sparkling clean in minutes. Take Hobart mixers (choose your size). With Hobart Planetary

Action, positive speeds and extra-duty attachments, they serve you in a dozen different ways. Take slicers, choppers, peelers, coffee mills, tenderizers and scales. They step up production, improve service and reduce costs—on day or night schedule—without trouble.

If you're looking for "mechanical kitchen help"—the finest available—look to Hobart food and kitchen machines; a complete line sold, serviced and guaranteed by the greatest name in the industry. Phone your convenient Hobart representative for details.

Steakmaker® tenderizers are manufactured by Hobart-Federal Engineering Corporation, a Hobart subsidiary.

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#### SITUATIONS WANTED

displaying is helping the lunch period play its important part in the health, competency and well being of our children.

7. Students, too, have a share in this program.

8. Trained workers are important if we are to have lunch programs that meet the nutrition needs of the children and make the most of all of the educational opportunities. Our schools and colleges are giving increasing attention to training supervisors, managers and cook-managers. Some courses for school administrators and teachers are being given that include nutrition education and education about the school lunch. More consideration is being given to the training of home economists to share effectively in the program.

#### IN-SERVICE TRAINING

Several cities, including New York City, have begun in-service training programs for school lunch personnel. The state education department has had in-service training courses each summer for the last five years for cooks and cook-managers. Trained workers who can plan good nutritious meals and prepare good food, who know good sanitation procedures, and who know all phases of scientific management are a "must" for the program.

9. Community groups have a share in the school lunch program and co-operative effort is essential. The objective of a good lunch for all our children cannot be realized without the interest, active participation, and support of parents and community groups. Interpretation of the program by school and local community organizations is important so that every parent, child, teacher and community member knows the value of the lunch and its relation to the three meals needed each day.

10. The school lunch is important in our national agricultural economy. The school lunch programs are "big business," and the size of their daily purchase orders is important. For example, nearly 800,000  $\frac{1}{2}$  pint bottles of milk are purchased each school day in New York State, and this does not include milk purchased for use in food preparation. A list of foods declared abundant by the U.S. Department of Agriculture is sent to the schools each month. Schools are encouraged to purchase foods abundant in their local communities and to make good use of the foods donated by the

Department of Agriculture. (The use of these donated foods has done much to improve the nutritive quality of the meals and to keep school meals at a reasonable cost.)

11. The results of recent research are important guides for program development. In planning menus we cannot ignore the results of surveys that indicate that our children need more milk, more citrus fruits, and more yellow and green vegetables. This calls for people trained in nutrition to plan meals. The tremendous losses in food value when foods are improperly cooked leave no doubt in our minds that we need trained cooks and adequate equipment. We have considerable evidence that certain favorable conditions and guidance can bring about desired changes in children's food habits, and this calls for a group of teachers trained to supervise this part of the program.

12. Frequent evaluation is needed to determine the present status and persistent problems. A cursory evaluation of the state as a whole shows that progress has been made. More schools have programs; more children have the lunches; school administra-

tors are assuming greater responsibilities; there are more trained workers; in general, equipment is more nearly adequate.

There is wider understanding of the National School Lunch Act. Our state contributes sufficient funds at present so that with federal funds from the U.S. Department of Agriculture we can pay schools for lunches served at the maximum rates of reimbursement. Lunches are better. Many schools have eliminated resale items that frequently compete with the lunch.

However, we still have hundreds of children not participating in the program, and nearly every school has the problem of inadequate "paper bag" lunches. We need to develop technics of so-called "self evaluation" so that school administrators, teachers, parents and students can measure for themselves how well they are doing.

School officials, teacher managers, workers, students, parents and community groups can have good lunch programs that will improve the nutritional state of the children and that will contribute immeasurably to their health and well being.

#### Lunch Period at a Japanese School



Acme

The Haranomachi Primary School is one of several schools in Miyagi Prefecture, Japan, in which a lunch program has been introduced by the education section of the Miyagi Military Government team of the United States Army. Above, Cpl. Jan Z. Kreutz of Detroit oversees the school lunch period during his visit at the Haranomachi school.

# Audio-Visual Aids

## Let's improve our BULLETIN BOARD

THE bulletin board\* is an important channel for focusing attention. It can be used (1) to disseminate information, (2) to motivate, (3) to change attitudes, (4) to refresh memory, and (5) to verify or clarify ideas.

If the board is used to give information, the items being displayed should be accompanied by thought provoking captions that come within the class's speaking vocabulary. Select pictures that give a true impression and that will not lead to wrong inferences. Bizarre and highly imaginative illustrations are not suitable.

To motivate children, captions should be stimulating, and the pictures need to pique the imagination. One must not be able to view them apathetically.

The bulletin board that is being used to change attitudes may carry its message boldly, using humor, cartoons or posters. It may change attitudes by giving an accurate picture. A false impression concerning the indolent habits of a group of people may be corrected by a display of photographs showing those people gainfully occupied.

\* "Display board" probably more accurately describes its classroom uses.

HELEN MOORE

Elementary Coordinator  
San Diego County Schools  
San Diego, Calif.

If the bulletin board is used to refresh memory, it needs to be especially challenging. One technic is to use "twin" bulletin boards with related ideas. On one bulletin board might be the pictures of inventors about whom a class had studied. On the other board would be pictures of the inventions of these men. Children would be motivated to match the ideas on the two boards.

Another good method is to post questions on the bulletin board, the answers to which are found in various centers of interest in the room—the science table, the library corner, the construction center.

One teacher recently had a bulletin board display of tide pool life in which she had included questions regarding the minute design on various shells. In another part of the room she had a collection of these shells and a magnifying glass.

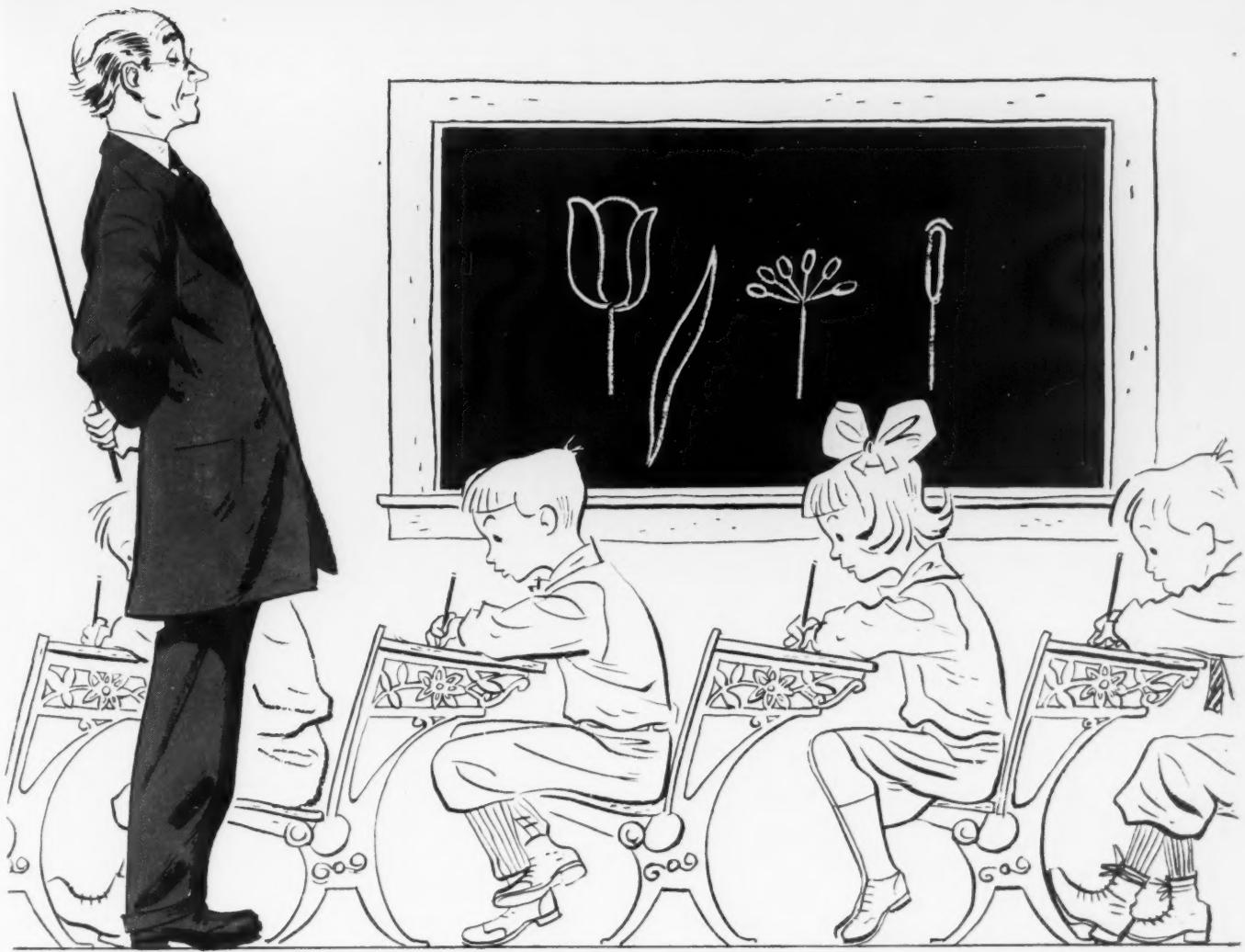
When the bulletin board is used to verify or to clarify ideas, the pictures should be selected for the accurate con-

cept they can convey to the observer. In every picture of an unfamiliar object there should be a known object, so the child can make comparisons. If a child never has seen a giant redwood, a picture of one will not give him a real idea of its size unless the picture contains a representation of a man, a house or something else with which the child is familiar. If an attempt is being made to clarify a concept, attention must be given to the amount of detail in the picture. It should not be too detailed, yet all the essentials must be there.

One thinks in terms of a single major idea or theme for each bulletin board. It is an "illustrated paragraph"; too many ideas destroy its effectiveness. In planning the display arrangement one can borrow many ideas from commercial advertisers—wise use of color; short, simple labels; uniform, legible printing; good spacing and balance. A title or "slogan" attracts at-

Bulletin boards can be used to give information to pupils; each display should try to convey only one idea and this in language that the children can understand.





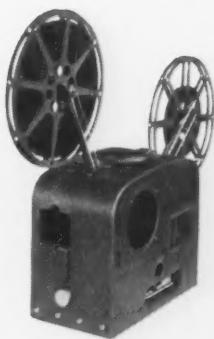
## We wish we didn't have to PRINT this ad!

**We'd rather show** you how much audio-visual methods can add to your whole school program—make your teaching really *come alive!*

Ask your nearest Bell & Howell representative to arrange for you to see our special sound film, "The Show Must Go On." It tells just what features you should look for in a projector to make your audio-visual program most effective.

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tention to the major theme and serves to give the board continuity.

The work of planning and maintaining a bulletin board cannot be carried out haphazardly. Nothing kills interest as quickly as neglect or untidiness. The items on the board should be changed before interest is completely gone or the material is out of date.

A fairly large board fosters good spacing and neatness. Think of store window displays. Which ones are pleasing and really effective; those that have a few items well displayed or those that have many miscellaneous items? If there is only one large bulletin board in a classroom, the teacher could divide it into sections and allot each section to a single topic. It is wise to use pictures that pertain to areas in which the children have had some experience and background knowledge. These can be accompanied by thought provoking suggestions, questions or short statements directing attention to specific aspects of the pictures.

A partial list of items appropriate for display includes: charts showing progress, examples of fine work, the responsibilities of class members, suggested stories to read, pictures accompanied by simple reading matter, clippings from children's magazines relative to a familiar topic, news items, appropriate cartoons or bits of humor, charts and graphs, and various announcements.

A well organized, functional display of materials, correctly used, will result in a better grasp of subject matter, more interest in a given area, a breadth of understanding, the habit of careful observation, and practical application of several tools of research.

**Articles related to regular school work have precedence in the bulletin board newspaper "published" by sixth grade pupils at Villa Park, Ill. This weekly has 18 editors.**

## THE SIXTH GRADE GOES TO PRESS

MILICENT C. KUST

Teacher, Ardmore School  
Villa Park, Ill.

THE entire sixth grade of the Ardmore School, Villa Park, Ill. (41 pupils) has been working enthusiastically on a bulletin board newspaper. The project was introduced as an incentive for the pupils to read current newspapers and magazines.

A bulletin board about 18 feet long and 4 feet wide is used for the project. It is divided into eight sections or columns by narrow strips of paper thumbtacked to the board. The class selected the following topics or column headings as of interest to most children: World Events, Local News, A Little Nonsense, Art and Literature, Sports, Fashions, Science and the Camera Fan. Pupils brought in clippings, articles and pictures pertaining to their assigned column.

The group decided to call the paper the *Sixth Grade Weekly* and to make a complete change of news each week. An editor and an assistant editor for each column were chosen. We have eight columns and 18 editors. The other 23 pupils are reporters.

The reporters are allowed to choose the column on which they wish to work. Their duty is to assist the editors in finding suitable material.

Since space is limited, only the editors are permitted to thumbtack the articles on the board. In order that an enterprising reporter may receive recognition for his efforts he is permitted to sign his contributions.

The class agreed that a newspaper cannot afford to have unfilled space and that material handed in by reporters cannot always be used. The

final decision as to what is to be used is left to the editors. The group has discussed the kind of material that should go into each column. It has concluded that articles having definite bearing on any phase of the regular school work should have precedence over other material.

The Camera Fan has been grouping its pictures around such subjects as travel and vacation-time activities. The week we had travel pictures, the editors had quite a task in selecting the most interesting pictures from the number handed in by pupils who hoped to have their pictures "published." In only one instance has it been necessary to remove an undesirable article from the board. This was done quietly, and there has been no other need to criticize the material displayed.

Every week the columns are judged as to interest, neatness and worth. The column selected as best is awarded a blue ribbon which it may wear for one week. A red and a yellow ribbon are awarded to second and third choices. Surprisingly, the science column, Camera Fan, and World News have won more blue ribbons than has A Little Nonsense. Pupils take pride in their work and are keenly interested in making their column better every week.

The project is not time consuming because almost all the work is done in the morning and at noon before the bell rings. The project is not expensive. The display board is made out of inexpensive composition board.



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Plays through your  
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**RCA VICTOR MODEL 9-JY**

Easily attached to any radio, phonograph or combination. Plays up to 10 of the new 7-inch distortion-free records automatically. Music is heard through the instrument to which it is attached.



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RCA VICTOR *45 rpm* RECORD CATALOG you have an  
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More than 150 single RCA Victor *45 rpm* Records  
fit in one foot of bookshelf space. Record classification  
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in a different color.

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# Maintenance and Operation

How to assure value

## by the CONTRACT METHOD

IN ANY STUDY of the various methods of handling school maintenance work we should first consider the volume of work involved. The U.S. Office of Education statistical report for 1945-46 states that there is a national investment in school plant facilities of approximately \$13,500,000,000. Using a figure of 1½ per cent of this investment as the annual cost of maintaining these buildings, we find that cost is \$200,000,000.

In New York City we do approximately 90 per cent of our annual maintenance and repair work by contract. Nationwide, a conservative figure of 80 per cent is done by the contract method and 20 per cent by direct employment. Thus a total of 80 per cent of \$200,000,000, or \$160,000,000, for maintenance and repair work is let out annually by contract throughout the country.

This does not include modernization work. Should this be added our volume would be tremendously increased and even more impressive. In October 1948 Dr. Paul Mort of Teachers College said, "The country's public schools are antiquated with only 3 per cent deserving to be called modern. . . . [As] for the others 50 per cent are outdated by 25 to 50 years; 47 per cent are from 15 to 25 years behind the times."

### PROBLEM IS CHALLENGE

A problem of this importance to the nation is indeed a challenge. How may we do this volume of work most efficiently?

There are four factors basic to the obtaining of value by the contract method. They are:

CONTRACT DOCUMENTS: Proper plans, specifications and construction

Adapted from an address given at the 1949 convention of the Association of School Business Officials in Boston.

details and a contract that clearly defines the work to be executed.

COMPETITION: The necessity of obtaining fair and adequate competition on the proposed work.

INSPECTION: Including work progress control and authorization of payments.

COOPERATION: That intangible yet most important factor—better production by improved human relationships.

CONTRACT DOCUMENTS: There can be no argument over the fact that the description of work to be done should be defined clearly and adequately by the plans, specifications, construction details, and the contract and that the form and phraseology of the specifications should conform to the separate trade practices. However, much has been published on how to prepare proper plans and specifications, and I shall limit my discussion to a few points on which there may be differences of opinion.

I believe that unduly lengthy, elaborate specifications, added to by constant revision, defeat their purpose of clarifying the procedure and actually increase the cost of bid work.

Of course, so-called "standard specifications" built upon the accepted phraseology of trade experience and practice are the basis of mutual understanding of an acceptable performance. But I have seen a relatively short, abbreviated form of document built up by years of amendments into a formidable document that alarms the new and uninitiated bidder to whom we must look for a truly competitive bid.

This particularly applies to public work. It is disappointing to see relatively the same list of bidders on our work over the last 10 year period. Many reasons are given by the contractors who refuse to present a proposal on work of the type they are

**HAROLD D. HYNDS**

Superintendent of Plant Operation  
and Maintenance  
New York City Board of Education

accustomed to do. One objection is to the elaborate legal and precautionary phraseology that our specifications have been accumulating over the years. However, we are making progress in improving this condition, and I am satisfied that we shall obtain more and better competition and consequently lower costs by a simplified, abbreviated specification that the average bidder may interpret as a fair understanding between the contracting parties.

### MUST BE UNDERSTANDABLE

Construction estimating is not an exact science, as is accounting. Accurate estimating requires a visual sense of how things are put together, based on experience. This capacity varies with each bidder. For the best results, appeal must be made in a form and a language understandable to the average bidder. Working with a document that he can understand without hours of study encourages a contractor to make a practical and economical bid.

I fully realize that we cannot oversimplify highly technical and complicated specifications. The danger lies in trying to meet in advance all the circumstances, conditions and interpretations that might conceivably be encountered. This is likely to eliminate able and otherwise willing bidders and results in all bidders' including unduly large contingency items, many of which are unlikely to occur.

In our office emphasis is placed on having plans drawn in complete detail, because we believe they show the proposed work more readily and accurately than does any written description. A specification, therefore, should not include anything that can be ad-

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vantageously shown on the detailed drawings.

As a result of an insistent demand for shorter and simpler specifications, a committee, working under the auspices of the National Bureau of Standards, made a study of specification writing. The results of this study show that the conventional specification can be reduced from 30 to 50 per cent in length without sacrificing essentials. The recommended method is illustrated by a typical example in the National Bureau of Standards' report, "A Method of Developing Specifications for Building Construction."

**COMPETITION:** One important consideration in obtaining competition is the scheduling of the annual volume of work so that bidding will not exceed at any one time the estimating facilities of bidders. Contractors doing maintenance and repair work usually have limited estimating facilities. They do not generally have estimating departments or personnel. Such work is done along with administrative work. Proposals for new work on top of a substantial volume of work recently obtained may result in contractors' making complimentary or "flash" proposals.

#### SCHEDULE WORK SEASONALLY

There also is the obvious but nonetheless important factor of scheduling work seasonally. If work can be done during the summer when schools are closed, it naturally will cause less interference and hence will allow for lower costs. Certain types of work requiring substantial cutting and patching, like electrical work, should be scheduled for vacation periods. Heating and ventilating work of more than a local or minor nature must be scheduled out of the heating season.

Another factor in obtaining fair competition is the time element. Time of performance may influence proposals. Generally, we give only enough time for the proper sequence of proposed work, and we include a small penalty for failure to complete on time. Longer periods allowed for completion of contracts have several disadvantages. One is the temptation for a contractor to take more work than he is able to do at one time or to man properly and efficiently. Any delay in execution of work requires extended inspection and supervision time. This cannot be ignored as an item of additional cost. Contractors on our work who do the fastest job give us the best job. We

foster this business-like method of doing work because it is more economical.

There is much fallacious thinking on the subject of quantity buying (as it pertains to the few largest school systems in the country) as a factor in reducing costs. Take furniture as a particular example. Large systems like New York may buy 10,000 movable chairs and tables at one time. We also may buy 20,000 at one time. Would we get a better price on the larger amount? No. Scheduling of buying and staggered deliveries are absolutely essential to the lowest purchase price. We must make these schedules conform to more than one or two manufacturers' ability to meet these requirements.

Also, no manufacturer will wish to obligate his productive capacity to one buyer. Volume in school furniture and equipment comes from the small and below average sized school system. When we bought 20,000 chairs and tables on a staggered delivery basis we had a limited bidding list. We try as far as possible to make our quantity buying in multiples of carload lots.

Another factor to watch is quantity purchasing for warehousing stock. "The larger the inventory the higher the cost" is generally a sound statement. We schedule deliveries without rehandling as much as possible. Warehousing in any form has many hidden costs—in buildings and their operation and in unproductive operating and transfer personnel. The last named is an overhead cost which frequently may be partially or entirely eliminated by more thought given to buying.

**INSPECTION:** We have in New York City a procedure for small repair and maintenance work that is not practiced in any of the other city departments. Our maintenance inspectors, who are in frequent and direct contact with the school principals in their districts, are themselves directly responsible for the repair and upkeep of the buildings under their jurisdiction. Our field representative or inspector therefore has the responsibility of initiating repair or maintenance work, prepares memorandum specifications, inspects the work and approves contract payments on completed work. This applies to repair and maintenance work but not to modernization work.

Although each step is under the control and supervision of the general inspector, second in command to the borough head in each borough, we

believe that the unique practice of having the inspector initiate necessary maintenance work and of requiring him to define what is to be done in the form of preliminary specifications automatically makes him more familiar with and more responsible for the details of the work he must later inspect.

Intelligent and experienced inspectors, fully responsible for the physical upkeep of their buildings, are a positive and an important factor in assuring value in contract work.

We have another regulation in our bureau that may seem unusual but is helpful in obtaining full value from each contract. Our inspectors do not prepare punch lists for the contractors until the work is completed. It is an unfortunate practice to allow a contractor to complete his work according to an inspector's punch list. The contractor is responsible for all the work specified in his contract. It may be to his advantage to complete the work according to the punch list prepared by the inspector, in which omissions may occur. Our inspector's punch list is for his own use in checking items not performed according to contract. Contractors quickly recognize and discount an inspector's knowledge of the scope and details of the work.

#### CHECKS AND RECHECKS

To assure the greatest economy in contract work, the bureau is so organized that there is not a function performed by individuals, by divisions or by departments that is not automatically checked and often rechecked within the bureau itself. For instance, final payments are approved by the inspector, checked by the general inspector of the district and approved by the borough head before they are brought to the bureau superintendent for final authorization of payment.

The bureau in turn is checked by the board auditor and by the city comptroller. But the most effective point of control is within our own bureau by the establishment of a regular routine of spot checking for omissions and violations of our own.

**COOPERATION:** The most important factor for assuring value by the contract method is cooperation, i.e. obtaining greater production by better human relationships.

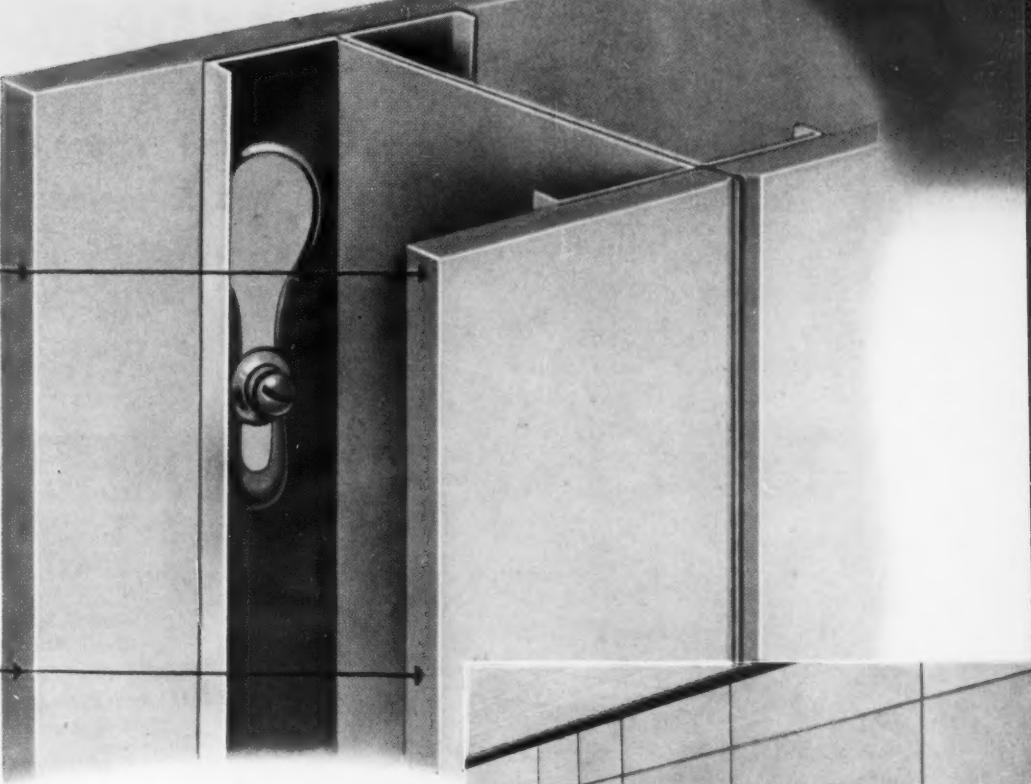
Alvin E. Dodd, past and now honorary president of the American Management Association, has said: "If management is getting things done through people, then management is

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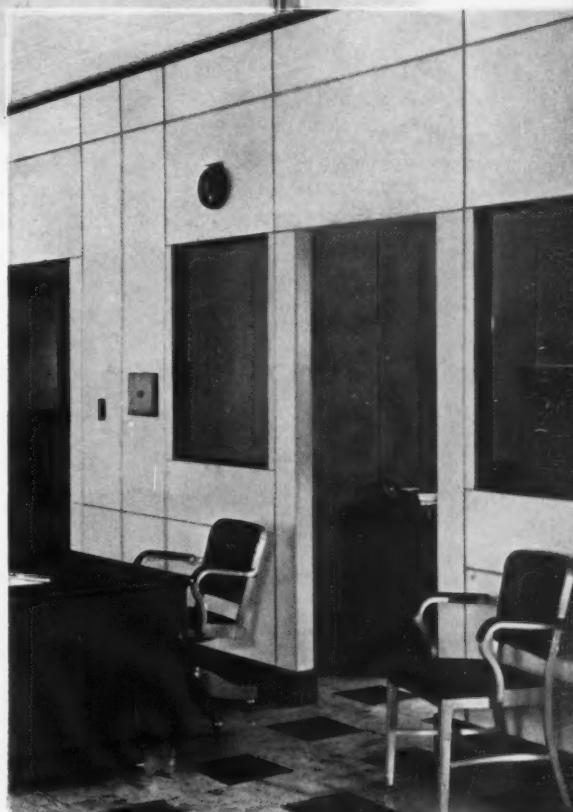
As a result, these beautifully-textured, fireproof panels now come pre-colored.

What's more, you'll have the advantage of "integral coloring," with the color going all the way through

each panel, so that it will never wear off. Your walls will have that "first-day newness" every day for years and years to come!

By eliminating painting and decorating expense, these new Transitone\* Movable Walls will help you to meet your wall and partition requirements economically.

Transitone panels are hung on steel studs, forming a 4" double-faced partition. Also used as interior finish for the outside walls. Lighter than ever, they are readily installed or re-located. For details or an estimate, write Johns-Manville, Box 290, New York 16, New York. \*Reg. U. S. Pat. Off.



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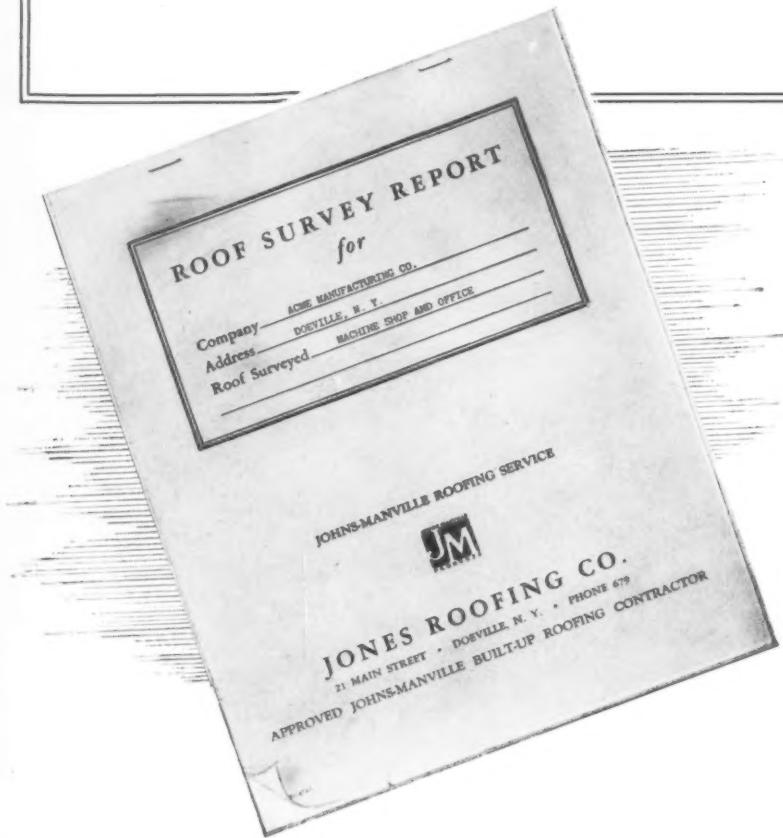


# Transitone

**MOVABLE WALLS** with asbestos panels colored all the way through

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Now you can get an exact report on the condition of your roof! This free Johns-Manville service helps you plan your maintenance budget.



Men in charge of school maintenance say:

"It provides an accurate record of our roofs"

"It helps us plan our maintenance budget"

"Forestalls unforeseen expenses"

Take advantage of this *free* Johns-Manville service to find out the exact condition of the roofs on your school buildings. It will enable you to make plans *now* for repairs and maintenance in the future.

That's what plant engineers and maintenance executives *like* about the J-M Roof Survey Plan.

Don't take *your* roof for granted, even though it doesn't *seem* to be leaking. Many a roof with torn flashings, dried-out felts, even rotted decks has been *assumed* to be in "good condition."

The Roof Survey Report will cover all the critical areas of your roof... flashings, deck, roofing felts, parapet walls, skylights, etc. It will be an accurate picture by a roofing *expert*—the J-M Approved Built-Up Roofing Contractor. And it will cost you only the trouble of asking for it.

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most importantly the development of people and not the direction of things."

So far I have been describing techniques and methods, the development of a system that will assure value under the contract methods. If, however, we neglect the factor of developing the people who will operate our system, that system is bound to fail no matter how ingeniously it may be devised. The human element is by far the most important factor in our work.

Charles Kettering, the genius of General Motors and the head of its vast research program, has said: "What

we need in this day are men of initiative, imagination and courage." We need men of initiative to create "more and better things for more people," men of imagination to see how they may be carried out, men of courage to accomplish these things in spite of difficulties.

Of one thing we may be sure. Unless we encourage and promote initiative, imagination and courage in our organization all other efforts to improve our public service will fail. American industry has attained pre-eminence in supplying "more and bet-

ter things for more people" through the unregimented imagination and talents of the men who comprise it. We in the public service pay too little attention to the development of personal initiative, inventiveness and employee participation, although it is such development that has made our great industries so productive.

We are particularly shortsighted in our overemphasis on system and detail—"red tape"—with too little attention to the training of the men who are to handle the system. Industry no longer looks for men outside the organization to be its future executives. It trains its own workers, encouraging promising young men and women to the greatest fulfillment of their capacities.

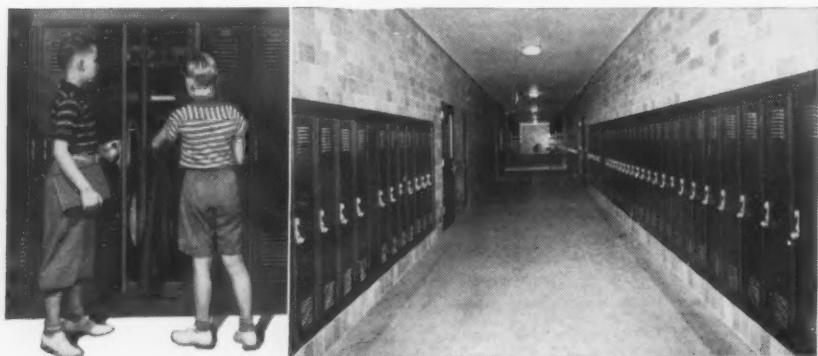
Public service has a handicap to overcome—the entrenched sense of security brought about by the system of tenure. But security cannot be given to anyone. Security is only earned through the development of capacities to accomplish in whatever field one may find oneself.

#### FAMILY MORALE CREATED

As the great wealth of our country lies in the productive capacity of our people, so the objective of our bureau, to obtain full value under the contract method of doing its work, is accomplished only by the coordinated, collective effort of our men—each doing his job to the best of his ability. We try to create in our bureau a family morale so that all enjoy working together and each receives encouragement, recognition and advancement for work well done.

The huge volume of work that we all face in the repair and modernization of our schools this coming year will best be done through the collective skills, inventiveness and real participation of each member of our organizations and through the suggestions of the builders who serve us for increasing efficiency in the execution of their work.

Our most effective means of obtaining value by the contract method is through the development of a higher degree of administrative competence in our work—a leadership that leaves people free to think, free to carry their thoughts through to accomplishment, free to improve themselves and their work. By putting a high premium on the worth of the individual we improve ourselves and aid in creating a better education system.

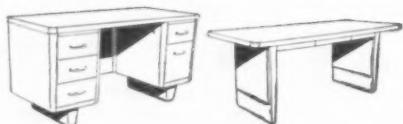


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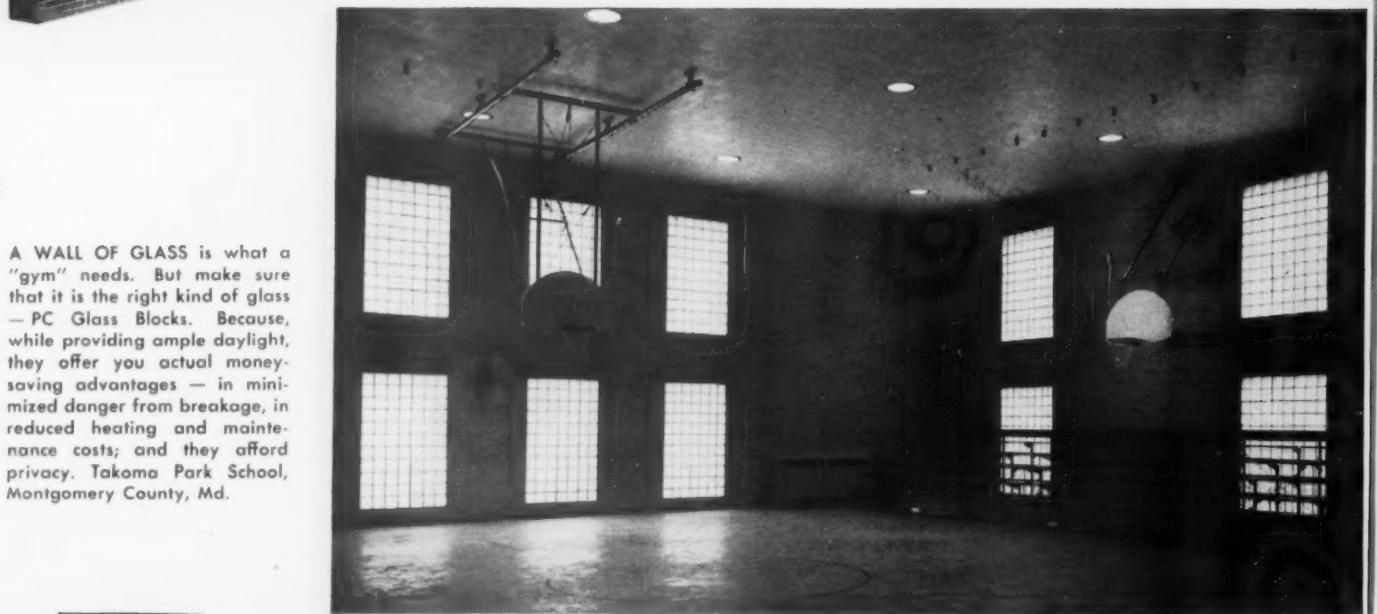
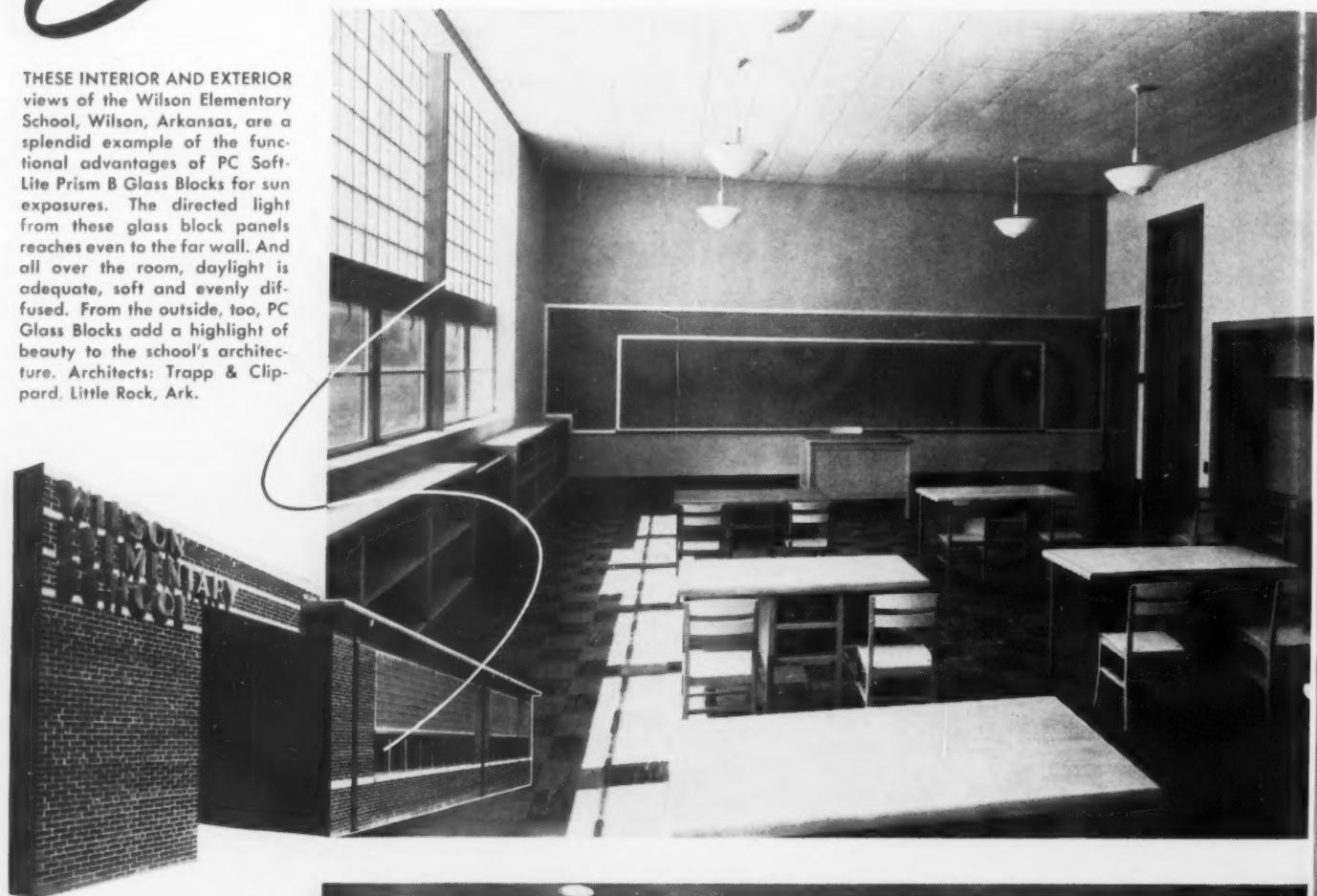
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A WALL OF GLASS is what a "gym" needs. But make sure that it is the right kind of glass — PC Glass Blocks. Because, while providing ample daylight, they offer you actual money-saving advantages — in minimized danger from breakage, in reduced heating and maintenance costs; and they afford privacy. Takoma Park School, Montgomery County, Md.



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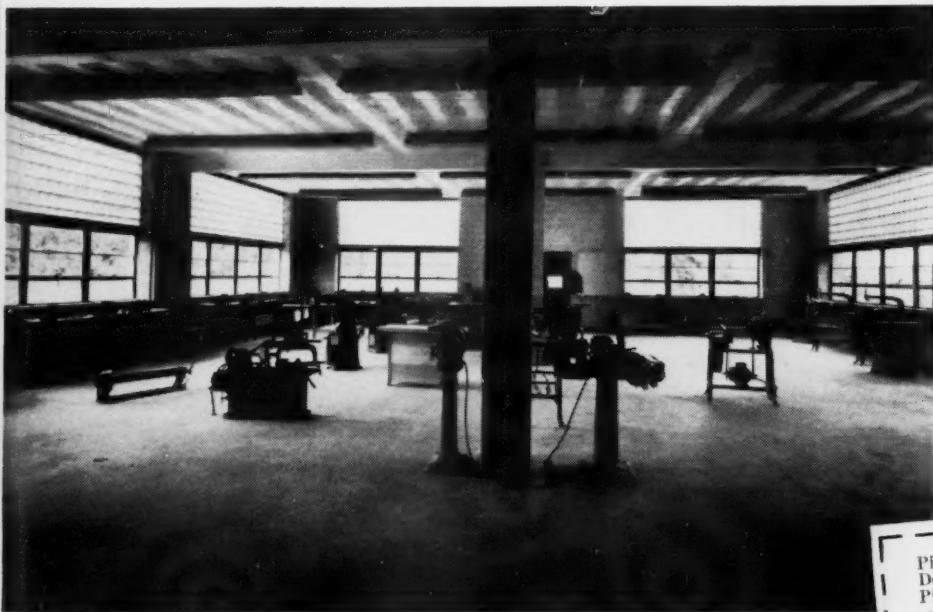
Also, PC Glass Blocks substantially reduce heating and air-conditioning costs. Being hollow, with a partially-evacuated dead-air space inside, they give more than twice the insulating value of ordinary windows. And they provide privacy, shut out unsightly or distracting views, stop infiltration of dust and grit, deaden noises.

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LET THE "exuberance of youth" have full sway. But make it safe, especially at stairwells. It is easily done with PC Glass Blocks to admit floods of daylight to these areas. Edward Everett Elementary School, Detroit, Mich. Architects: Giffels & Vallet, Inc., Detroit, Mich.



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# NEWS IN REVIEW

**W. T. White to Head A.A.S.A. . . . President Again Asks Federal Aid . . . N.E.A.**

**Will Investigate Oglesby Affair . . . Chief State School Officers Protest Hoover**

**Report . . . Program of A.A.S.A. Announced . . . Loyalty Oaths on Shaky Ground**

## **President Again Asks Congress to Enact Federal Aid**

WASHINGTON, D.C.—In his State of the Union message, President Truman once again asked Congress to enact federal aid to education.

The President also urged Congress to create a system of labor extension education, to establish a National Science Foundation, to broaden social security to include educational and non-profit workers, to begin technical and scientific aid to underdeveloped countries under his Point Four program, and to extend the Selective Service Act.

None of these measures is new to Congress, since bills on each issue are already before Congressional committees.

He urged the establishment of a labor extension service because "a full understanding of the problems of modern labor relations is of importance."

Of federal aid to education he said: "The rapidly increasing number of children of school age coupled with the shortage of qualified teachers makes this problem more critical each year."

The President also looked ahead for the next 50 years: "If our productive power continues to increase at the same rate as it has increased over the past 50 years, our total national production 50 years from now will be nearly four times as much as it is today. Allowing for the expected growth in population, this would mean that the real income of the average family in the year 2000 A.D. would be about three times what it is today."

## **Dallas Superintendent Will Head A.A.S.A.**

WASHINGTON, D.C.—Warren T. White, superintendent of schools, Dallas, Tex., has been elected president of the American Association of School Administrators for the year beginning

March 15. Election of president took place by mail ballot.

Mr. White was chairman of the A.A.S.A. 1949 Yearbook Commission on "American School Buildings" and in



W. T. White

1946-47 was a member of the Commission on Intergroup Education, which brought out the publication, "From Sea to Shining Sea."

Supt. White is at present head of the Texas Association of School Administrators, having been elected to that post on November 25. He was the 1948 chairman of the state association's year-

book commission, which produced "A Ten Year Program of Action for Texas."

The Dallas superintendency went to Mr. White in 1945; he had served as assistant superintendent for four years and as principal of Sunset High School, Dallas, the preceding 10 years. All of his educational training and experience have been in Texas; both his B.A. and his M.A. are from the University of Texas. He is a Phi Beta Kappa and a Phi Delta Kappa.

## **N.E.A. Commission to Investigate Oglesby Affair**

CHICAGO.—A special committee to investigate the "mobbing" of the Oglesby, Ill., school board (see *The NATION'S SCHOOLS* for November 1949, p. 26, and January 1950, p. 28) has been appointed by the N.E.A. Commission for the Defense of Democracy Through Education.

The committee held its organization meeting recently and started action under the chairmanship of Harold C. Hand, professor of education at the University of Illinois. Other members

(Continued on Page 88.)

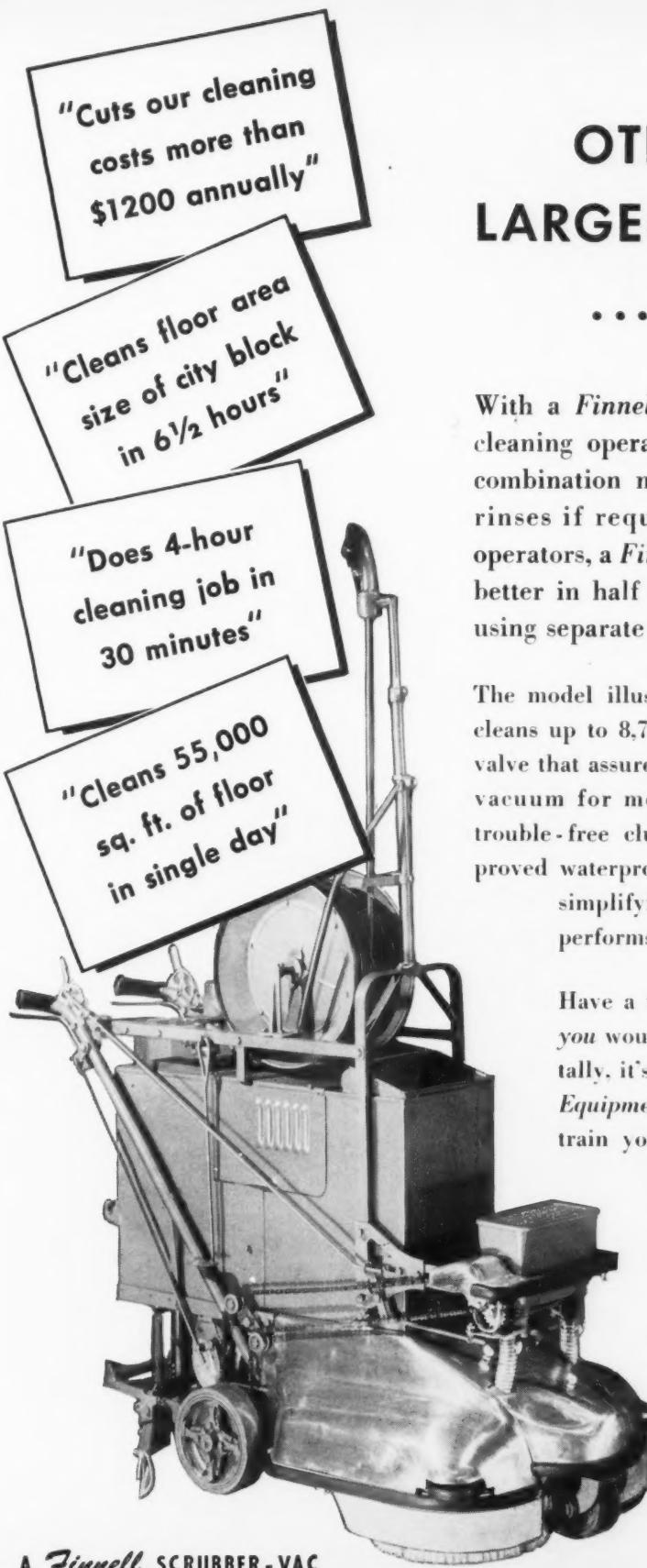
## **Washington at a Glance**

WASHINGTON, D.C.—The Federal Security Agency cut off funds for Arizona's crippled children because of a controversy involving aid to Indian children. . . . Syracuse and Saratoga Springs, N.Y., are being considered as possible sites for a proposed new air forces academy. . . . The University of Tokyo's president, in Washington for a conference on education, said: "Japan came to grief because her spirit, her humanity was grievously at fault."

Vocational educators believe that Congress will enact legislation to aid

the training of nurses in state supported schools and colleges. . . . The V.A. is gathering "evidence" of malpractices of schools training veterans. In turn, the American Council on Education and the National Association of Private Schools are shaping up a reply to the V.A., plus some evidence of malpractices by that federal agency.

The War Assets Administration came to an end on December 31. This agency, created March 25, 1946, disposed of \$27,000,000,000 worth of personal and real property, some of it acquired by schools and colleges.



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Have a talk with the nearby *Finnell* man. See what you would save with a *Finnell Scrubber-Vac*. Incidentally, it's good to know that when you choose *Finnell Equipment*, a *Finnell* man is readily available to help train your maintenance operators in its proper use.

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PRINCIPAL  
CITIES**

# NEWS...

of the committee are Donald P. Cottrell, dean of the school of education, Ohio State University; Virgil M. Rogers, superintendent, Battle Creek, Mich., and Margaret Sweeney, classroom teacher, Jeffersonville, Ind.

Speaking for the commission, its secretary, Richard B. Kennan, told The NATION'S SCHOOLS that "it is the hope of the investigating committee that the entire school personnel of Oglesby as well as the citizens will welcome and cooperate with the efforts of the defense

commission's investigating committee."

Referring to the Oglesby article in the January 1950 issue, "This Is Our Story," Dr. Kennan commended The NATION'S SCHOOLS for "making this dramatic story available to the school people of this country."

A plea for continued investigation of the incident by both state and national agencies was voiced by the Illinois Elementary School Principals Association at its annual program in Chicago December 28. Said the resolution:

"We express regret that certain citizens of Oglesby, Ill., living in a democracy and endowed with the right of franchise, ignored the regularly constituted authority rightfully delegated to the board of education of that city and resorted to intimidation to thwart the legal decisions of the board. We deplore that our American youth now living in Oglesby are being exposed to an environment of distrust and suspicion as a result of the apparent contempt for an authority previously established by democratic processes."

At its meeting December 22, the new school board at Oglesby extended an invitation to State Supt. Vernon L. Nickell and his legal representative to meet with the board, at Mr. Nickell's convenience, to discuss business pertinent to the operation of the schools. At first specified as an executive meeting, the board later decided to invite members of the press and the public.

(The legal representative of the state education department was one of the individuals that the intimidating group coerced to leave the board room at the same time the local superintendent and representatives of the press and radio were ushered out.)

Newspaper reports quoted the new president of the board, James Scalarini, to the effect that the meeting will be conducted "in an orderly manner" and that he would not fail to use the gavel on anyone whom he deemed "out of order" at the session.

The expected reply from Supt. Wayne Butler to the board's demand that he apologize to Mrs. Helen Mecum (the teacher who had been refused tenure) was stalemated when the board rescinded its motion at a special meeting last month.

At the regular meeting December 22, Supt. Butler pointed out that merely rescinding the motion did not actually withdraw its implications. Supt. Butler withheld any further public statement at that time. Board members indicated that they would like to consider the motion "a closed incident."

Inaction on the part of state and county officials has characterized other phases of the case. On November 16 a hearing was called by State Supt. Nickell to determine whether Arthur F. Symond, the La Salle social science teacher who participated in the intimidation of the board, was guilty of unprofessional conduct. Actual hearing of testimony was postponed when the at-

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## NEWS...

torney for the defendant objected that no formal charges had been made. Early in January 1950, there had been no further action toward the continuation of the hearing, insofar as this publication was able to ascertain.

It is reported that Mr. Symond may become a candidate for political office, possibly planning to run against the incumbent county superintendent, R. C. Hawley.

Also dormant is the action against Joseph F. (Chippy) Senica, who was

bound over to La Salle county court on charges of disorderly conduct in connection with the incident.

Many letters complimenting The NATION'S SCHOOLS upon its coverage of the Oglesby situation have been received from various parts of the country. Also received was an anonymous communication signed "A Christian Mother." This magazine invites expression of opinion of all sides of any controversial question if the senders wish to identify themselves.

### Program Given for A.A.S.A. Convention

WASHINGTON, D.C.—"Education, Dynamic of Democracy" will be the theme of the annual convention of the American Association of School Administrators to be held in Atlantic City, N.J., February 25 to March 2.

An exhibit of school building plans will be shown. Entries will be screened by a jury of architects and A.A.S.A. members before being put on display.

Convention speakers will include Mrs. Franklin D. Roosevelt; Branch Rickey, president, Brooklyn National League Baseball Club; Margaret Chase Smith, United States senator from Maine; Beardsley Ruml; Earl J. McGrath, U.S. commissioner of education; Wayne L. Morse, senator from Oregon; John H. Furbay, director of Air World Education, Kansas City, Mo., and Norman Cousins, editor, *Saturday Review of Literature*.

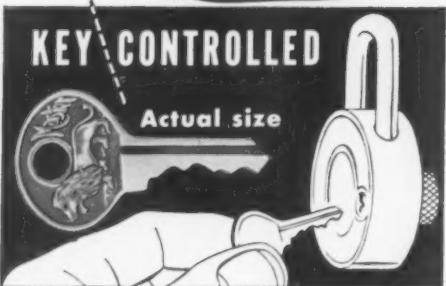
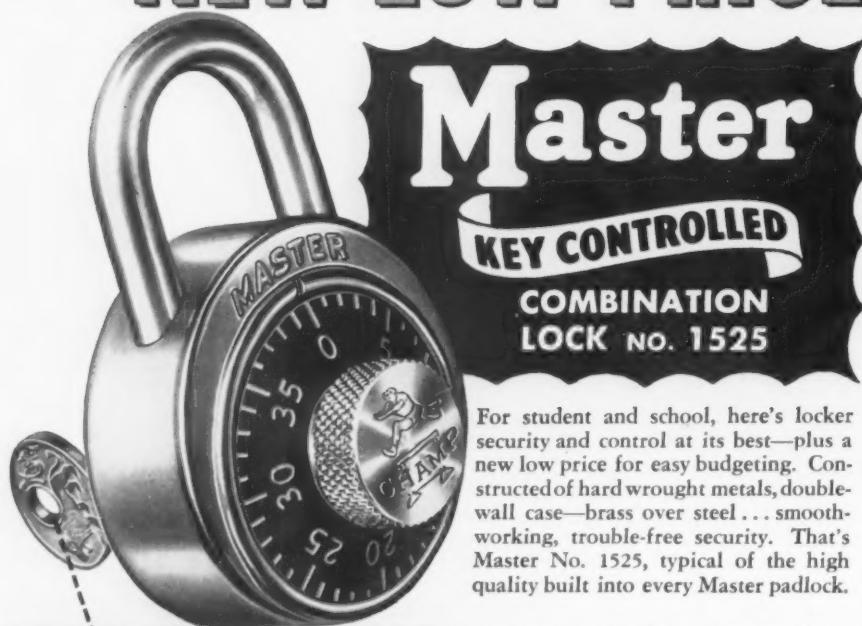
Problems of special interest and importance to educators will be discussed in a series of 64 group conferences.

Topics for group discussion include: the future of teacher salaries, adult education and our aging population, the superintendent's rôle in public relations, television in education, in-service education and professional growth of emergency teachers, the place of the U.S. Office of Education in the federal government, removing the causes of nonschool attendance, freeing the superintendent for educational leadership, atomic energy instruction, extra compensation for additional school services, and spiritual values in the public schools.

The 1950 American Education Award given by the Associated Exhibitors of the N.E.A. will go to Roy E. Larsen, president of Time, Inc., and chairman of the National Citizens Commission for the Public Schools. Plans to grant the award to J. Edgar Hoover, director of the F.B.I., were deferred at his suggestion. The award will be presented to Mr. Larsen at the A.A.S.A. meeting. Norman J. Boyan, Harvard University, will receive the Associated Exhibitors scholarship for graduate study in school administration.

Thirty-eight allied organizations and other groups will meet in Atlantic City in connection with the A.A.S.A. convention. Preconvention sessions have been scheduled by the American Association of Colleges for Teacher Education, United Business Education As-

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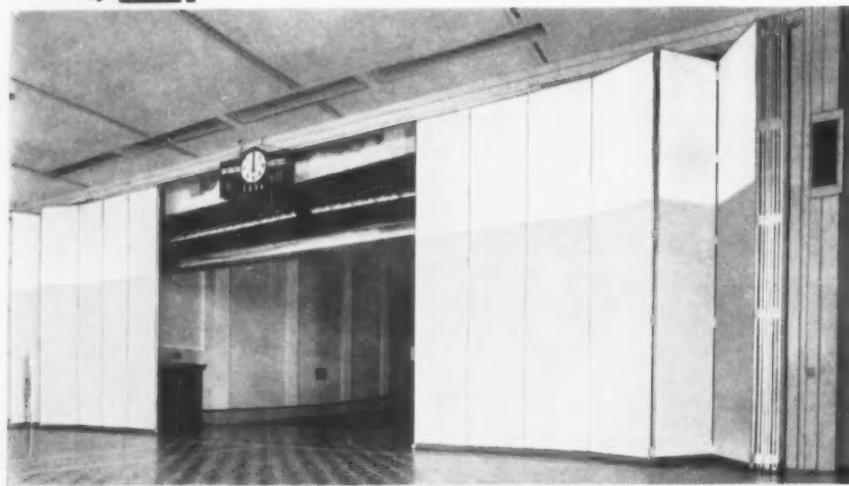
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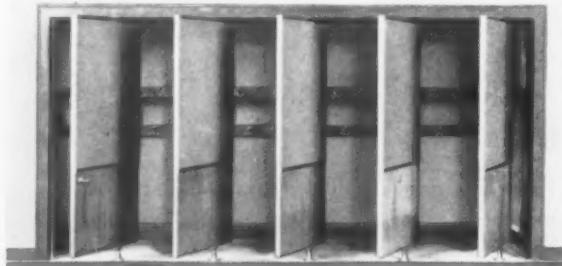
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## NEWS...

sociation, National School Boards Association, N.E.A. Department of Home Economics, National Association of School Secretaries, and the Conference on Air Age Education.

Leo Golden, chairman of the Rotary Foundation Fellowships Committee of Rotary International, will speak at the Schoolmasters Rotary meeting on March 1 in Atlantic City.

### Chief State School Officers Protest Hoover Report

WASHINGTON, D.C.—An open letter protesting the Hoover Commission report on education has been sent to James B. Conant, chairman of the schools and university committee of the Citizens Committee for the Hoover Report, by the National Council of Chief State School Officers. The letter was signed by Edgar Fuller, the council's executive secretary.

"The Hoover Commission report on education is startling and disappointing," the letter said. "Without discussion, it dogmatically reverses the principal recommendations of its own excellent task force on education, this council, the National Education Association, the American Association of School Administrators, and most other professional groups and individual educators.

"It also does violence to the views of the great majority of citizens who believe in the American practice of keeping local, state and federal educational agencies politically nonpartisan.

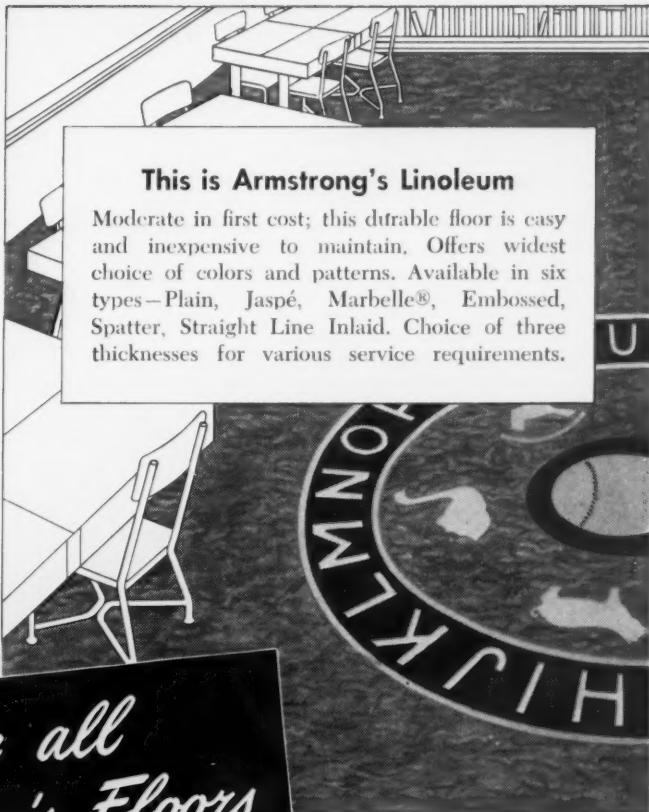
"The commission's recommendation that the federal agency for education be subjected completely to the executive orders of a political officer, the proposed secretary of welfare, violates our national principles and ignores our national experience in education. This would eliminate the already inadequate professional freedom of the United States commissioner of education and of the professional educators in the Office of Education. . . . It would inaugurate a new pattern of federal educational government, similar to politically controlled systems in foreign countries few Americans care to imitate. . . .

"Certain divisions of the Citizens Committee on the Hoover Report have attempted to convince Congress and the public that acceptance of the report must be on an 'all or none' basis. Any questioning on any detail raises the cry that the omnipotence and infallibility of the commission must not be doubted.



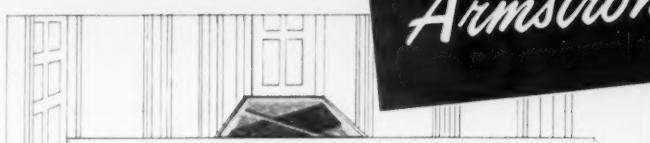
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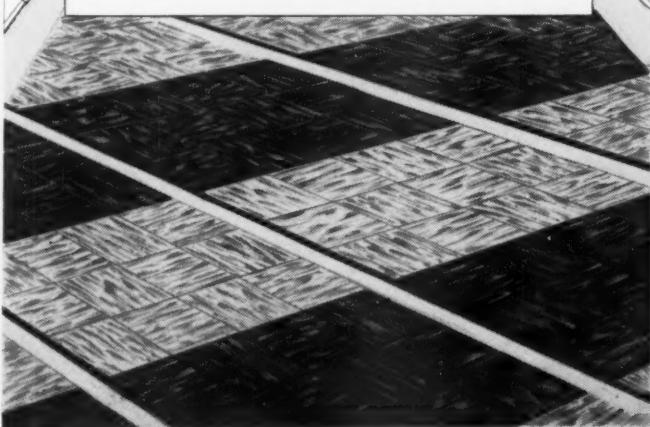
Moderate in first cost; this durable floor is easy and inexpensive to maintain. Offers widest choice of colors and patterns. Available in six types—Plain, Jaspé, Marbelle®, Embossed, Spatter, Straight Line Inlaid. Choice of three thicknesses for various service requirements.



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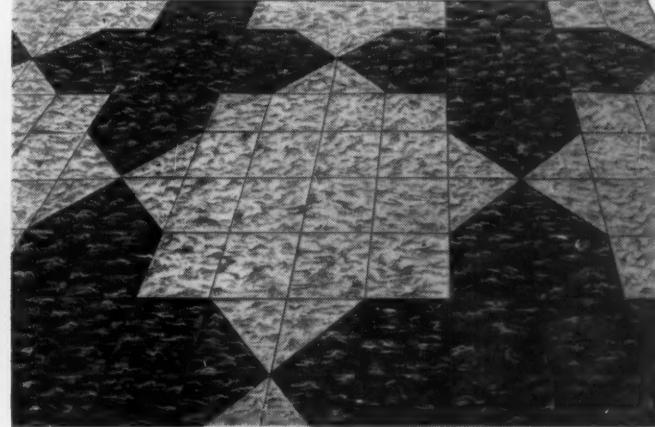
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## NEWS...

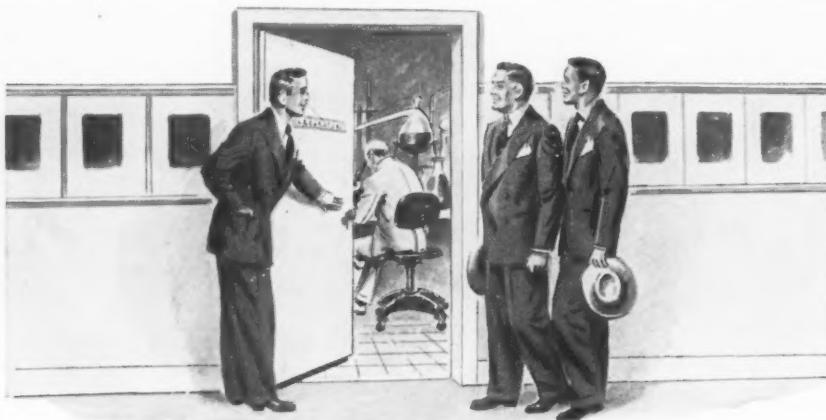
and brings the charge that 'everyone believes in economy and efficiency in government until he is affected.' In the case of education, economy and efficiency are to be found in the direction opposite from that urged by the commission. . . .

"The cavalier treatment of education by the commission will be increasingly resented both by the public and by professional educators as the facts become known. We intend to make them known and hope for your assistance. The ter-

rible mistakes of the commission in this field must not be uncritically swept into law along with others of its proposals."

### Detroit Will Spend \$50,000,000 on Buildings

DETROIT.—During the next five years Detroit will spend \$50,000,000 for new school buildings or additions to present ones, states Supt. Arthur Dondineau in his annual printed report recently released.



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5028 S. Center St., Adrian, Michigan—Representatives in Principal Cities

Voted by the citizens last spring, the \$50,000,000 will be spent for 49 additions, 13 new elementary buildings, one high school, one intermediate school, and replacement of three old buildings.

Entitled "Teachers and Children," the 32 page pictorial brochure reviews the educational experiences which Detroit provides for its 226,000 public school children and then forecasts some improvements that may be expected in the years ahead.

Supt. Dondineau emphasizes that an increased amount of equipment and supplies, as well as more nearly adequate housing for many Detroit school children, is necessary if better educational opportunities are to be provided. He holds forth hope that the teacher-pupil ratio may be decreased, so that more attention can be given to the individual child.

The importance of relating academic instruction to business and industrial employment means that additional fields of cooperative education will be developed.

During the last year Detroit has expanded the courses in which high school students combine academic work with practical experience in neighborhood stores and industries.

Increase in the use of visual education technics will continue, said the superintendent, who reports that nearly every one of Detroit's 272 schools is now equipped with sound-film projectors. Last year the school district established its own radio station WDTR, which broadcasts five weekday programs directly into the classrooms as a regular part of the education program.

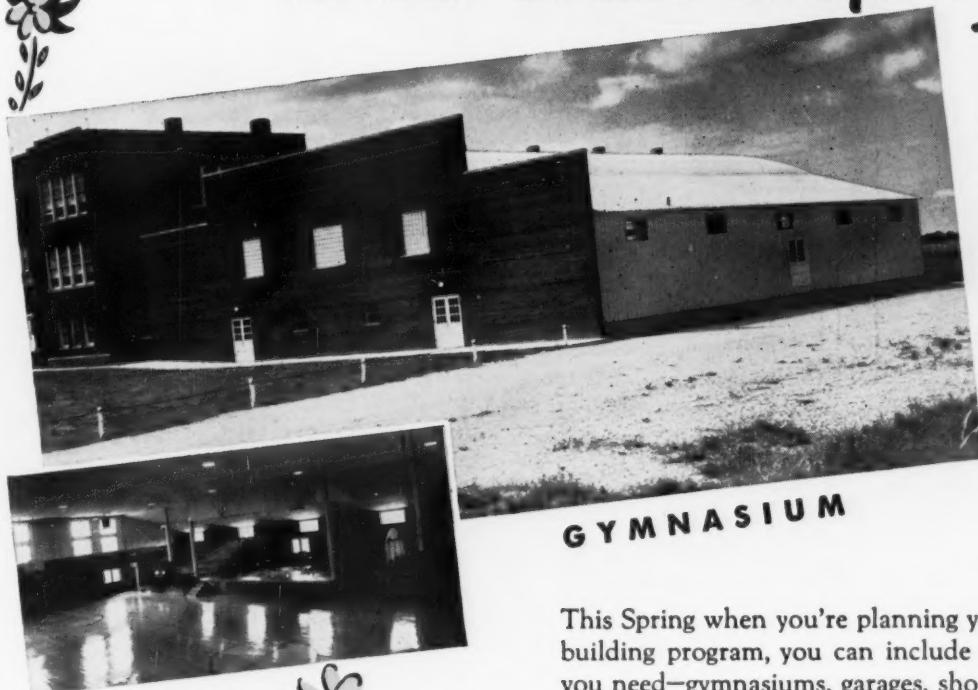
Approximately one-fourth of the report pertains to Detroit's emphasis upon the teaching of reading, writing and arithmetic.

### N.S.S.E. Yearbooks Soon to Be Mailed to Members

CHICAGO.—Early in February members of the National Society for the Study of Education will receive by mail the two volumes of the society's 49th Yearbook. Part I is entitled "Learning and Instruction," and Part II is called "The Education of Exceptional Children."

At the Atlantic City convention, which runs concurrently with the A.A.S.A. convention, the first volume of the society's yearbook will be discussed in a joint meeting with the American Educational Research Association on

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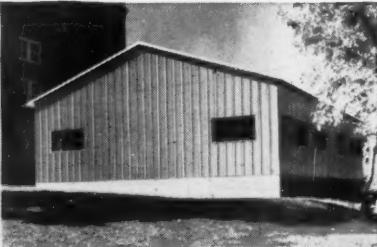
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## NEWS...

Saturday evening, February 25. The second session of the society, to be held February 27 at 2:30 p.m., will be devoted to the volume on exceptional children.

The first yearbook of the society was published in 1901, so that next year will be the fiftieth anniversary. The 1951 Yearbook will contain an account of the professional services of the society in the last half-century, along with its major subject of graduate study in education; a second volume will contain the report of its committee on arithmetic.

### Washington Should Be Intellectual Capital of U.S.—Dr. Johnson

WASHINGTON, D.C.—"Washington should be the intellectual capital of the United States, just as are Paris in France and London in England."

So said Alvin Johnson, president emeritus of the New School for Social Research in New York City, in suggesting that an institution similar to the New York school be established in the nation's capital.

Dr. Johnson expressed his ideas at a gathering of 150 notables in celebration of his 75th birthday. He said that a Washington center of advanced education for adults would, in 10 years, attract 20,000 persons from all over the United States. At present, he said, "all the intellectualism in Washington is defeated because it is not drawn together. There are a thousand isolated groups in Washington with an intellectual potential that is enormous."

But, he said, the initiative must come from the city itself. He could not take the risk of starting a "New School" here, he said, without becoming a "carpetbagger." Dr. Johnson also stated that Washington educators and intellectual workers are too modest and this may account for their lack of initiative in setting up a center that would have repercussions for education throughout the country.

### Loyalty Oaths on Shaky Ground

WASHINGTON, D.C.—Twenty-six states require loyalty oaths from teachers and other public employees. The outlawing of the Feinberg law in New York by action of the state supreme court justice and similar decisions in Maryland and New Jersey put these state provisions on shaky ground, if they are challenged by the courts, the Educational Press Association declares.

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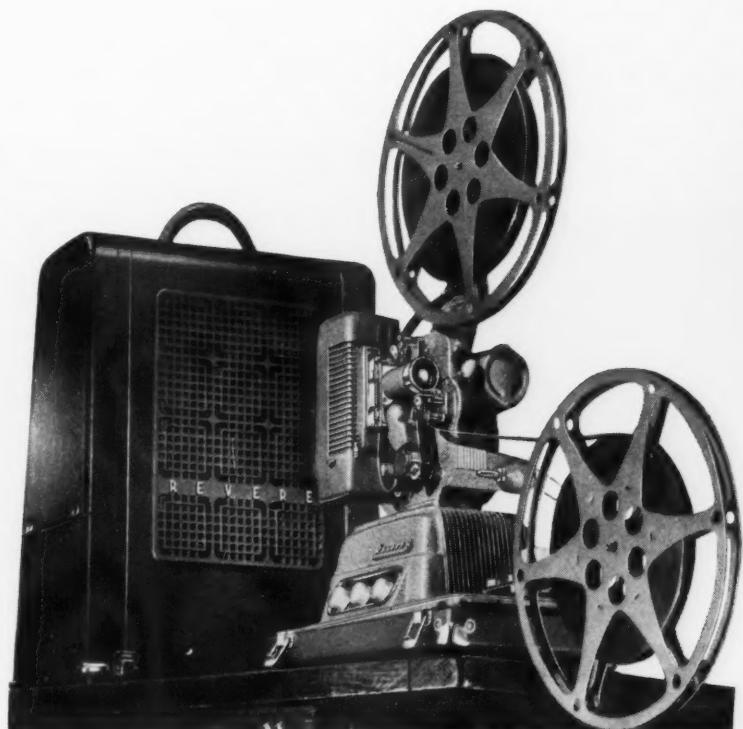


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# NEWS...

## Fight in Britain Over Government Aid to Schools

LONDON, ENGLAND.—Government aid for church schools is the issue in a battle that has broken out between Great Britain's labor government and the Roman Catholic Church.

The Roman Catholic hierarchy of England and Wales has accused the government of trying to gag the church with threats to cut off state financial aid.

A ministry of education spokesman has replied that Roman Catholics are

trying to tap the public treasury in a way that "amounts to the state providing all the money while the Catholics keep all the control."

In Britain salaries of teachers of church schools, including those of priests and nuns, and operating expenses for such schools are paid from tax money.

Britain's Education Act, passed in 1944, requires all schools to meet certain minimum building standards. It estimated the cost of improving Roman

Catholic schools at \$28,000,000. But the Roman Catholic bishops say that the cost would be closer to \$168,000,000 and that the church cannot afford it.

The bishops have suggested that local education authorities take over the church schools under lease and make improvements from public funds. Local authorities then would appoint teaching staffs, subject to church approval.

George Tomlinson, minister of education, has rejected the proposal, saying that it would "wreck the Education Act."

"The Roman Catholic hierarchy has always aimed at throwing the whole cost of its schools upon public funds and has not ceased to do so," a memorandum drawn up by the ministry of education asserted.

There is a strong tradition in England and Wales against denominational teaching in schools financed from public funds, the memorandum said.

It pointed out that another objection to the bishops' plan is the injustice of giving one denomination more favorable treatment than others are given.

## N.E.A. Committee Will Evaluate UNESCO Record

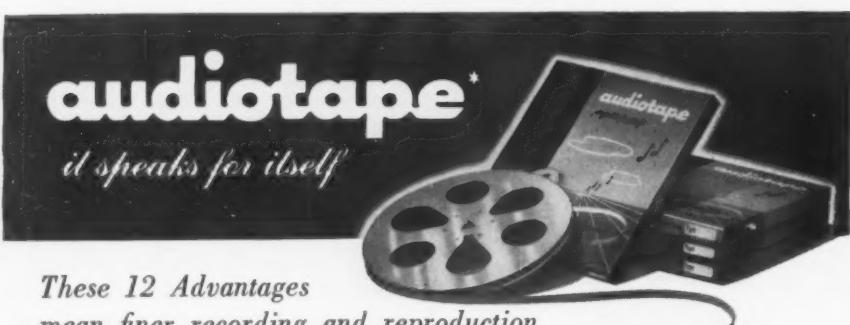
WASHINGTON, D.C.—The committee on international relations of the N.E.A. decided at a meeting in December to make a full-scale evaluation of the record of UNESCO in education.

The committee also recommended the offering of materials on international relations to teacher workshops; a three-day conference on the teaching of international relations to be held preceding the N.E.A. convention in St. Louis in July; preparation of a suggested course for training young leaders in the field of international understanding, and the publication of information bulletins on visits to Lake Success and on responsibilities of local chairmen of international relations committees.

## Yale Education Department Makes School Surveys

NEW HAVEN, CONN.—To help local educators and citizens establish better school facilities and programs, the department of education of Yale University is sending experts to various states and communities to make "cooperative" school surveys.

No longer are school surveys mere "crisis studies," Clyde M. Hill, chairman of the department of education, pointed out. They are undertaken in expectation



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## NEWS...

of emergencies, with the goal of avoiding problems through well grounded and practical solutions.

The only purpose of the Yale surveys, which are made in cooperation with local citizens and educators, is the constructive improvement of the schools, he said.

After a complete report has been written, Yale committee officials assist in interpreting the report to local citizens, but any further action is the sole responsibility of the community.

The Yale education department accepts one contract for a school survey, selected from 20 or 25 requests, each year, according to Mr. Hill.

### 60 School Administrators to Make European Tour

NEW HAVEN, CONN.—Sixty U.S. public school executives will make a six-week tour of Europe this spring. The trip will be sponsored by the National Education Association, the American Association of School Administrators, Yale University, and Michigan State College.

The educators will visit Ireland, France, Switzerland, Italy, Czechoslovakia, Germany, Denmark, Sweden, Norway, The Netherlands, Belgium and England. George F. Kneller, research associate in education at Yale, will lead the group, which will leave March 18 and return May 1.

During their stay in Europe, Mr. Kneller said, the Americans will confer with leaders in education and national life.

The A.A.S.A. previously has sponsored field trips for school administrators in this country, but this will be the first time the association has sponsored a European trip.

### East St. Louis Schools End Racial Segregation

EAST ST. LOUIS, ILL.—On January 30 this city will end its 85 year old policy of segregating the races. A board resolution, unanimously adopted, discontinued segregation "in a spirit of fair play and in accordance with true democracy."

The district was faced with the loss of \$667,989 in state school aid funds under a new ruling that state money would not be available to school districts practicing racial discrimination. The city has 5000 Negro pupils enrolled in 10 elementary schools and one high school.



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## NEWS...

### School for Spastics Opened in Chicago

WASHINGTON, D.C.—The opening in Chicago of a new boarding school for child victims of spastic paralysis has been announced by the national office of the American Federation of Labor.

Joseph D. Keenan, A.F.L. official and a member of the sponsoring committee, said: "This is a precedent shattering move. Until now, there has been no place where spastic youngsters could get

the kind of help they need. The school is the first of its kind in the United States, and the A.F.L. takes pride in having helped organize it."

There are about 5000 spastics in Chicago. The new boarding school, an 18 room, four-story brick building, has been contributed by interested organizations. It will accept 22 children at a time as permanent residents. Trained instructors, a resident superintendent, and a registered nurse will be members of the permanent staff.

Object of the school is to try to train spastics (who suffer from a brain injury causing a lack of muscular control) so that they can use their limbs to engage in normal activities. The school is designed to accommodate children the Chicago school board will not accept even in its special schools for handicapped youngsters.

The Parents Association for Spastic Children's Aid, Inc., a nonprofit, nonsectarian group of about 150 parents, is cooperating with the A.F.L. in backing the project.

### V.A. Investigating Schools; Congress to Hear Findings

WASHINGTON, D.C.—Dummy business firms and misleading advertising by schools and colleges, designed to mulct veterans eligible for educational courses, are being investigated by the Veterans Administration.

The V.A.'s findings will be presented to Congress. Information is being gathered on the types of training offered, the profit or nonprofit nature of schools, and the date of schools' founding in relation to the date the veterans' training program started.

Reports of widespread abuses have reached Washington headquarters, says the V.A. The agency asserts it is seeking to find out whether the complaints are justified.

The procedure the V.A. is using in conducting the survey has been criticized by local school administrators and some chief state school officers. These school executives are not questioning the need for a survey, but they object to the manner in which the federal agency has ignored or sidestepped the state education authority through which such investigation might be made. They consider V.A.'s latest move another step toward federal control of public education.

### Public Relations Program Out

ATLANTIC CITY, N.J.—How the 1950 A.A.S.A. yearbook on public relations can be used most effectively will be discussed by Arthur F. Corey, a member of the yearbook commission and executive secretary of the California Teachers Association, at the annual program of the School Public Relations Association, February 27. The other speaker at the luncheon program will be Sloane Wilson, assistant secretary of the National Citizens Commission for the Public Schools, New York.



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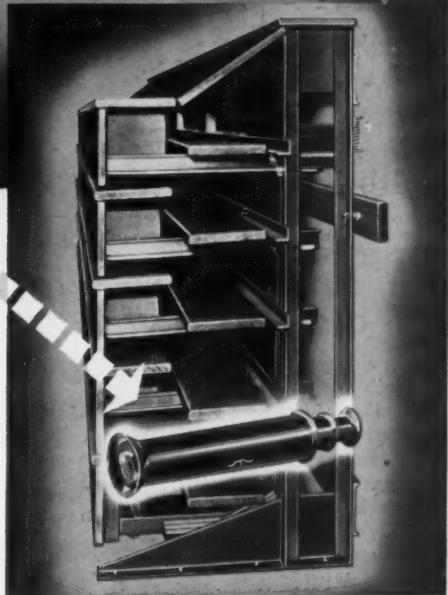
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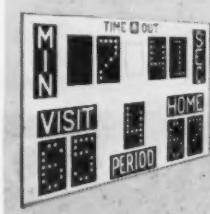
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## NEWS...

### To Ask Illinois Legislature for Funds for School Construction

CHICAGO.—The Illinois Education Association will ask the state legislature to appropriate funds for the construction of school buildings, in accordance with a resolution adopted by the I.E.A. at its meeting here December 30. The I.E.A. asserts that Illinois needs more than \$500,000,000 to replace buildings already obsolete.

The state group pleaded for state support for Chicago schools that will

be "more nearly equal to that given by a majority of other states to large cities."

Edward E. Keener, assistant superintendent in charge of personnel for Chicago public schools and president of the I.E.A., told representatives of the 42,000 teacher members that teachers may strive for adequate pay but should put forth their best efforts even when pay is low.

"No reference is made in the physician's oath that he will demand a cer-

tain rate of pay for his services," he said, and it may be that teachers like physicians should take an oath to perform their duty when called upon to do so if teaching is to become a real profession.

Mr. Keener continues as president until July 1, when he will be succeeded by Edith Wentworth, teacher in the township high school at DeKalb.

### Puerto Rican Schools Are Few and of Poor Quality

NEW YORK.—Lack of school buildings is the principal reason why 300,000 Puerto Rican children are not in schools. Another 388,000 children on the island go to school, but the educational fare is meager.

The Institute of Field Studies of Teachers College, Columbia University, surveyed the school situation at the request of the Puerto Rican government.

It found that the average child in rural areas gets the equivalent of two years' schooling in the United States. Only six or seven persons out of every hundred finish high school.

The report of the survey recommends that a minimum of six years' schooling be provided for all children on the island and that hundreds of new schools be built. It advises that senior high schools and vocational schools be combined "into comprehensive secondary schools."

Karl H. Berns, assistant secretary for business of the National Education Association, speaking before the Puerto Rico Teachers Association in Rio Piedras December 26, declared that "the Congress of the United States has an obligation to provide federal assistance to the schools of Puerto Rico as a part of the general federal aid to education program now under consideration."

### To Train Labor Officials

NEW YORK.—A labor officers training school has been set up by the International Ladies Garment Workers Union, with Arthur A. Elder as director. The school is open to members of the union who are 21 to 30 years old and are interested in full-time work as officials. Tuition is free. The course includes economics, labor relations, law, union organization, history of labor, and field work, such as participation in collective bargaining negotiations and getting familiar with shop work and practices.

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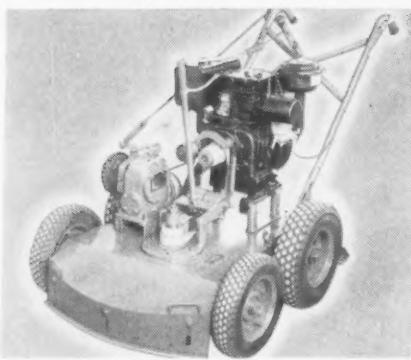
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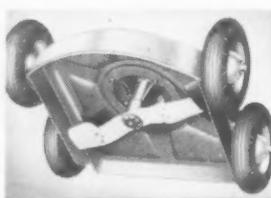
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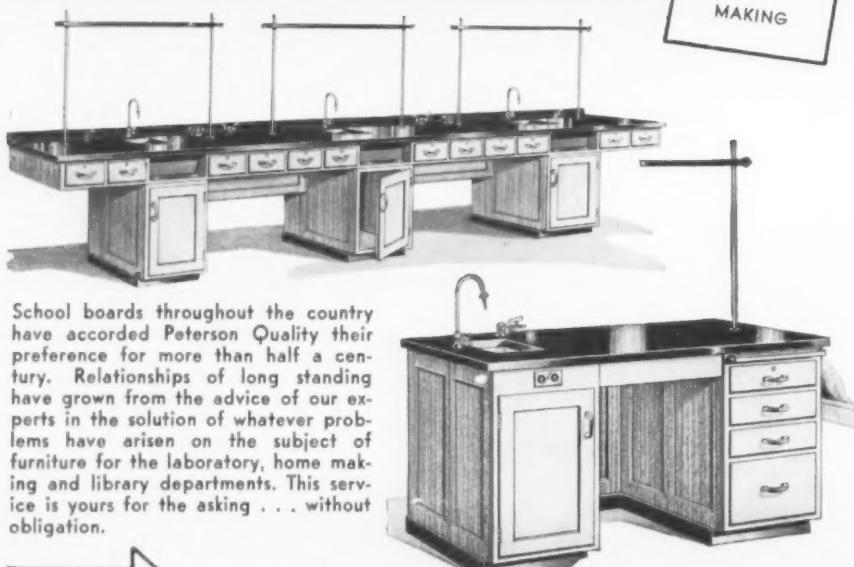


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## NEWS...

### Citizens' Council to Help New York Study High Schools

ALBANY, N.Y.—A citizens' council has been appointed to assist the education department in improving high school education in New York State, the board of regents announced recently.

Known as the Regents Council on Readjustment of High School Education, the group will study the problem of making high school education serve more adequately the needs and interests of youths of secondary school age.

Chancellor William J. Wallin explained that the regents had been concerned for some time over the fact that "nearly one-half the pupils who enter the schools drop out before graduating from high school."

"Studies have shown," he said, "that this disturbing condition is due in no small degree to the failure of many of our high schools to offer the kind of program best suited to the needs and interest of large numbers of our youths. To the extent that this is so, both youth and society are the sufferers."

The regents said that the council will be expected to advise school authorities on what readjustments are necessary to meet present-day needs. Its members are 19 business and professional men and women.

### Record Expenditure for Houston Schools

HOUSTON, TEX.—The Houston public school system has spent \$24,861,121 of the approximately \$32,500,000 in bond money for buildings and improvements during the last two years, according to Stayton Nunn, coordinating architect for the schools. This figure, Mr. Nunn believes, represents a record expenditure for any school system in the country.

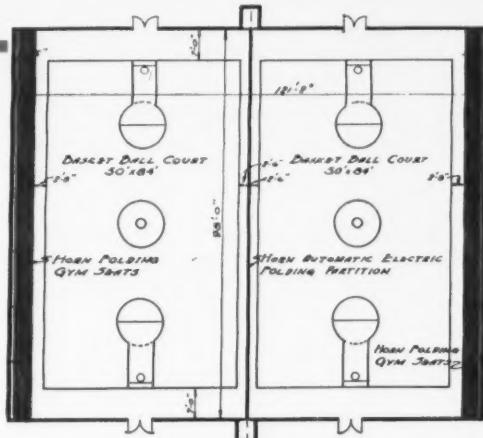
### Rural Teaching Film to Be Released by N.E.A.

WASHINGTON, D.C.—Camera crews have completed shooting of a 20 minute, 16 mm. sound motion picture on successful teaching in a rural school.

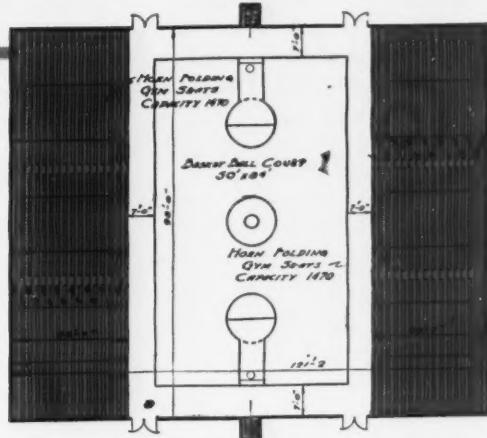
The film is sponsored by the Department of Rural Education, National Education Association. Prints, in either black and white or color, will be available for use early next summer.

Estimated price of the black and white print is \$90; the color print will sell for approximately \$135. Rental prints will be available from film libraries throughout the United States.

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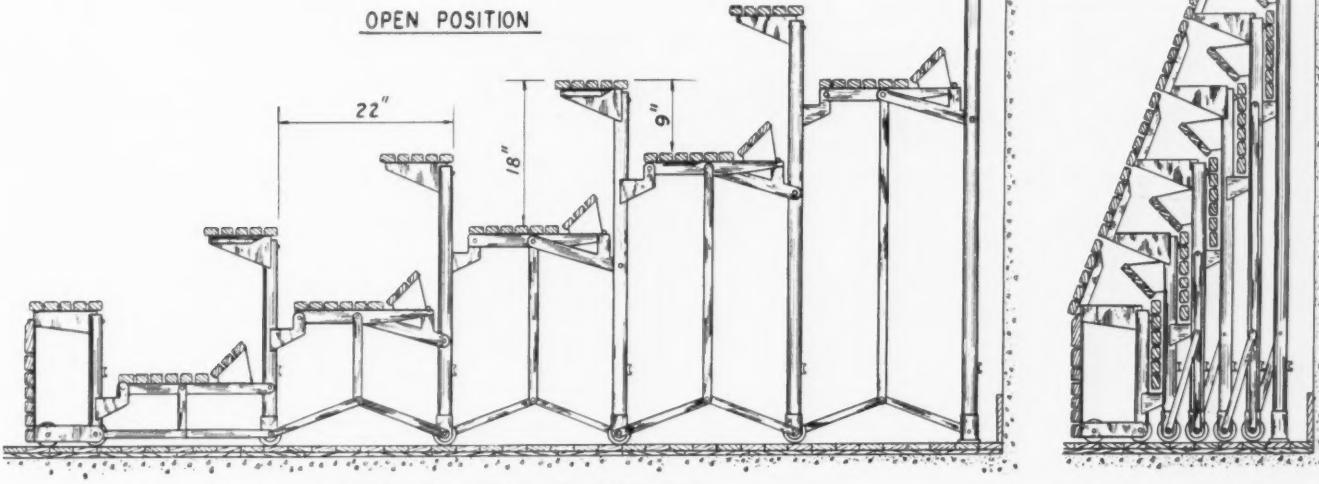
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4	6 Ft. 7 In.	2 Ft. 0 1/4 In.	3 Ft. 9 In.	13	23 Ft. 1 In.	4 Ft. 8 1/2 In.	10 Ft. 6 In.
5	8 Ft. 5 In.	2 Ft. 3 1/2 In.	4 Ft. 6 In.	14	24 Ft. 11 In.	4 Ft. 97/8 In.	11 Ft. 3 In.
6	10 Ft. 3 In.	2 Ft. 87/8 In.	5 Ft. 3 In.	15	26 Ft. 9 In.	5 Ft. 11 1/4 In.	12 Ft. 0 In.
7	12 Ft. 1 In.	2 Ft. 10 1/4 In.	6 Ft. 0 In.	16	28 Ft. 7 In.	5 Ft. 4 1/8 In.	12 Ft. 9 In.
8	13 Ft. 11 In.	3 Ft. 1 1/8 In.	6 Ft. 9 In.	17	30 Ft. 5 In.	5 Ft. 8 In.	13 Ft. 8 In.
9	15 Ft. 9 In.	3 Ft. 5 In.	7 Ft. 6 In.	18	32 Ft. 3 In.	5 Ft. 11 3/8 In.	14 Ft. 3 In.
10	17 Ft. 7 In.	3 Ft. 8 3/4 In.	8 Ft. 3 In.	19	34 Ft. 1 In.	6 Ft. 2 3/4 In.	15 Ft. 0 In.
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# NEWS...

## Foreign Students Expected to Be in Financial Straits

WASHINGTON, D.C.—Between 30 and 40 per cent of the 26,000 foreign students in the United States may soon find themselves in financial difficulties.

Students from India have been hit hard by the devaluation of the British pound, to which the Indian rupee is tied. The result is that the allowances from home are now much decreased in value, making it necessary for the students to stretch their budgets tightly.

A similar situation holds for other students, both from British Commonwealth nations and from countries outside it whose currencies are influenced by Britain's devaluation, such as France, Holland, Iraq and Belgium. Many of these lands have been sending large numbers of exchange students to the United States.

Most countries issue student funds once or twice a year. Hence, the full effects of devaluation will probably not be felt for a few months until the stu-

dents apply to their home governments for their next allotment.

The problem of students who may be stranded here with insufficient funds was recently considered at a meeting of representatives of 20 embassies and legations, sponsored by the Institute of International Education and the National Association of Foreign Student Advisers. A survey of the extent of student need will be made as a result of the conference.

Many colleges, universities and communities have already undertaken projects to aid the needy foreign students. Students may have to be given scholarships and loans or part-time employment and exempted from payment for room, board, books and other fees in the near future until a permanent solution to the foreign students' difficulties can be found.

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### 51 Students Enter Finals of Voice of Democracy Contest

WASHINGTON, D.C.—Fifty-one high school students, who won state contests in 48 states, the District of Columbia, Alaska and Puerto Rico, have been entered in the national finals of the Voice of Democracy Contest.

These young Americans, in competition with 1,000,000 other contestants, won school, community and state contests with their five-minute broadcast scripts on the subject "I Speak for Democracy." They will compete by transcription and recording for the four national awards, \$500 college scholarships and trips to Washington.

The 51 state winners were announced by the Voice of Democracy Committee, which is sponsored by the National Association of Broadcasters, the Radio Manufacturers Association, and the U.S. Junior Chamber of Commerce. The U.S. Office of Education, which endorses the contest, also is represented on the committee.

Chosen transcriptions will be judged by a national board of judges. The judges are: Tom C. Clark, associate justice of the U.S. Supreme Court; Douglas Southall Freeman, editor and author; Andrew D. Holt, president of the National Education Association; J. Edgar Hoover, director of the F.B.I.; Edward R. Murrow, news commentator, and James Stewart, motion picture star.

Four national winners will be named as soon as the final judging has been completed. They will be brought to Washington for the week of February

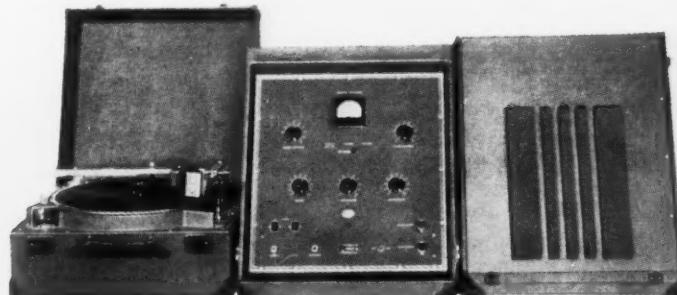
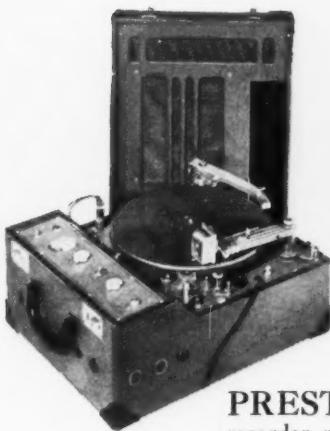
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## NEWS...

19 to 25. At the national awards luncheon they will receive their scholarships and other prizes.

### U.N. Institute to Precede A.A.S.A. Convention

NEW YORK.—The third United Nations Institute at Lake Success will be held prior to the A.A.S.A. meeting in February. The institute dates are February 23 and 24.

Attendance at this annual institute is limited by the facilities available at Lake Success, and superintendents and other educators who wish to attend are being urged to get in touch with the program chairman, Frederick L. Redeffer, Press 53, New York University School of Education.

During the two-day period many crucial world problems will be up for discussion in the U.N. councils, it is expected. The Social and Economic Council probably will be involved in discussions of the implementation of Point Four in President Truman's program.

The U.N. Institute is sponsored jointly by the U.N. department of public information and UNESCO.

### Stoddard Names Four Aims in Education

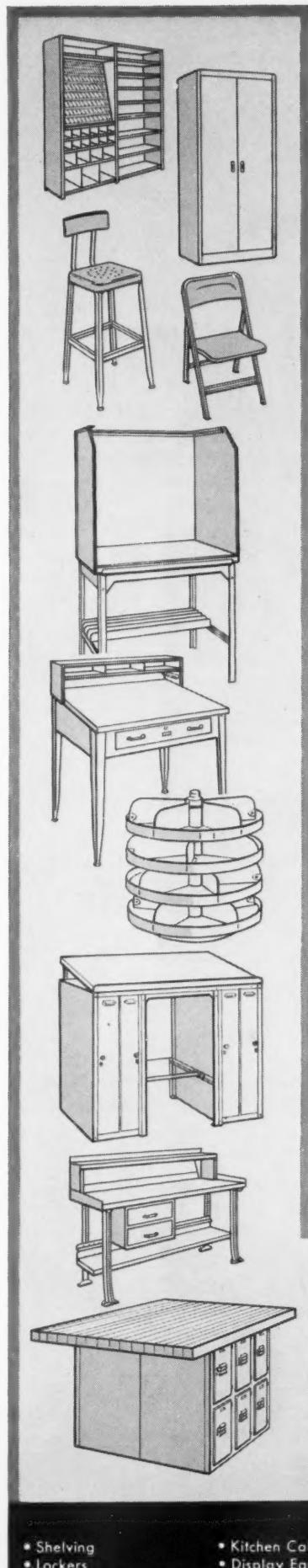
CHAMPAIGN, ILL.—Educational accomplishments of the last 50 years will be stressed again during the second half of the century, according to Dr. George D. Stoddard, president of the University of Illinois.

President Stoddard named as the four chief accomplishments in education: (1) expansion of science and technology; (2) expansion of the arts of communication; (3) the idea of higher education for all talented youth, and (4) close correlation between research and public service, particularly in regard to national defense.

### Library Books Awarded in Anti-Vandalism Contest

CHICAGO.—Two hundred ten elementary, high, special and vocational schools in Chicago received \$24,375 worth of library books from the committee on conservation of public property because they had the best records in the 1949 glass saving and anti-vandalism contest.

In 1946 there were 60,799 window panes broken in Chicago public school buildings. In 1949 only 26,254 were broken between January 1 and October 1.



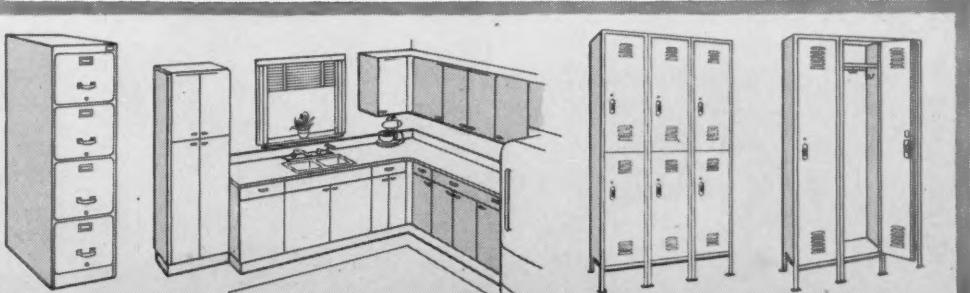
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- Tool Stands
- Service Carts
- Hopper Bins
- Parts Cases
- Flat Drawer Files
- Tool Trays
- Desks
- Stools
- Tool Boxes
- Sorting Files
- Revolving Bins

# NEWS...

## People of Connecticut Survey Schools

HARTFORD, CONN.—The people of Connecticut, on a statewide basis, are organizing into local committees to study their school needs and to decide on the best ways to improve their schools and colleges.

Of the 169 towns and cities in Connecticut, 100 have formed school-community groups. The others are expected to organize committees before the school year ends. The groups are

composed of parents, representative citizens of the communities, school officials, teachers and members of the local boards of education.

The Citizens' Fact-Finding Commission on Education, created by Gov. Chester Bowles last January to survey Connecticut's schools, has called upon citizens of the state to analyze, evaluate and examine their own local schools. Chairman of the commission is Norman Cousins, editor of the *Saturday Review of Literature*.

Between now and June, when the commission's survey will be completed, many educational town hall meetings will be held in every part of the state. Through their community study groups, Mr. Cousins hopes, the people will formulate plans for a better school system. After the citizens, through round-table discussions, arrive at basic conclusions, they will present their recommendations to the commission.

A series of pamphlets suggesting useful procedures in developing a program of community action to improve public education has been developed by the commission. Commission members and members of the field staff are "on call" to speak at meetings of civic and educational associations.

To get the message of the self-survey before the people of Connecticut, the commission is using newspapers, radio, television, films, pamphlets and town hall forums.

Professional inquiries into the state's system of public education are under the direction of Ernest O. Melby, dean of the New York University School of Education.

## Water Conservation to Be Stressed in N.Y.C. Schools

NEW YORK.—This city's water crisis has led to classroom study of water conservation, Dr. William Jansen, superintendent of schools, declares. A special issue of the board's publication *Curriculum and Materials* is devoted entirely to the water emergency.

Instruction in water saving will reach even very young children who will learn "efficient use of water in washing and bathing," "use of controls on drinking fountains," "importance of keeping clothes clean to reduce need for washing," and simple facts about how the city gets its water and how it is used.

Junior and senior high school pupils will learn all about the source, processing, use and importance of water in a modern city. Water conservation will be made the subject of talks, essays and group discussions.

## Booklets About 1950 Census to Be Offered to Schools

WASHINGTON, D.C.—Social studies projects, based on the 1950 census, will be offered to America's elementary and high schools next month, the Bureau of the Census has announced.

Two guidebooks, "We Count in 1950," are being issued for elementary



## "MERCHANT PRINTER WRITER CHIEF"

PRINTING touches life at so many points! Into whatever vocation the boy or girl grows, a knowledge of printing is fundamental.

Besides, a graphic arts course often enables a student to discover and give direction to his natural talents. This may lead him into the printing industry itself, which includes four out of the ten highest paid crafts. Or it may inspire him to seek self expression in fields where familiarity with and appreciation of the principles of printing are invaluable assets.

ATF, with its long-established and richly-experienced Department of Education, is ready at all times to consult with school officials on printing departments and their important place in today's curricula.

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- Instructors who used new teaching techniques with Soundmirror in their work *knew* that students were mastering work more quickly and more thoroughly . . . *knew* that this was being accomplished with *less* effort on both students' and teachers' part.

Now authoritative tests have been made in a leading midwestern university—tests that show amazing results in student achievement. One of the rewarding results has been the amazing gain in teaching effectiveness—how, without the drudgery of repetition, the teacher uses Soundmirror "Magic Ribbon" recording tape and the students hear the teacher's instructions in practice rooms as many times as they wish without the necessity of the teacher's presence.

Whatever you teach or supervise, this report now in booklet form contains information valuable to you. Its price is 50¢, but it will be sent without charge to accredited teachers. Please use the coupon below.

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DETROIT PUBLIC LIBRARY

## NEWS...

and secondary school teachers. The books, 185,000 copies of which will be published the latter part of January, will be made available to public, private and parochial schools. History of the census, enumeration methods, and uses to which census figures can be put are described.

Dr. Frank Hubbard, research director of the National Education Association, prepared the booklets, with the help of the National Council for Social Studies and the U.S. Office of Education.

The census bureau suggests that the publications be used to guide unit lessons in the social studies. Teachers, rather than the students themselves, are expected to use the material.

### Pacific Islands Now Have 150 New Schools

WASHINGTON, D.C.—Schools are popping up all over the Pacific Islands or, to be more specific, on those islands that are a part of the vast Trust Territory of the Pacific.

Adm. Arthur W. Radford, high commissioner of the territory, has set a goal of one school for each community having five or more children of school age.

The naval administration now reports that it has 140 elementary schools in the Caroline, northern Mariana and Marshall islands, six intermediate schools at Saipan, Ponape, Truk, Koror, Majuro and Yap, and four higher training institutions, including the Pacific Island Teacher Training School at Truk.

The teacher training program is only two years old, yet there are now 252 teachers, principals, district superintendents, and other school officials derived from the island population.

Four natives have thus far qualified for scholarship aid from American colleges.

### Vocational Education Has Advisory Group on Practices

WASHINGTON, D.C.—A working advisory committee on vocational education was formed recently at the suggestion of the American Vocational Association. Its members were selected by state directors for vocational education. They will work closely with U.S. Commissioner of Education Earl McGrath. Through the work of this committee administrative practices in vocational education may be simplified and improved, it is believed.

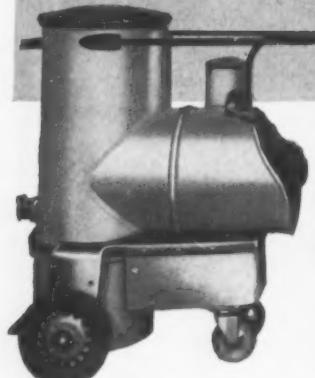
One immediate task facing the group, it has been pointed out, is to suggest procedures for a proposed practical nursing education program now being suggested in Congress. Other possible tasks were listed as: improving the reporting systems in vocational education; improving practices in apprenticeship training; exploring complaints from vocational educators about flaws in the entire George-Barden program.

### Asks Federal Scholarships for Low-Income Families

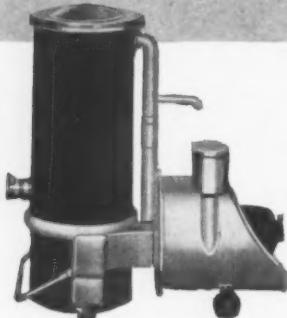
WASHINGTON, D.C.—A broad program of college scholarships and loans to students from low-income families was urged by Dr. Dewey Anderson, executive director of the Public Affairs Institute, before the Sparkman joint subcommittee of Congress on income problems facing "one-third of the population of the nation."

Another of Dr. Anderson's suggestions was for possible restoration of the C.C.C. camps for young men and a domestic Point Four program to meet problems in depressed areas.

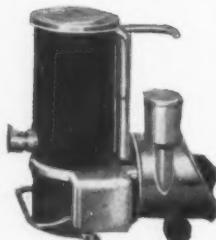
## HOW MUCH CLEANING POWER DO YOU NEED?



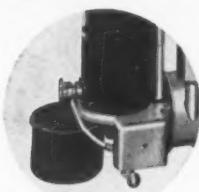
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## NEWS...

### Educators Say V.A. Uses Scare Figures

WASHINGTON, D.C.—Educators in Washington, D.C., disagree sharply with the V.A. announcement that the G.I. educational and training program will cost the nation \$60,000,000,000 before it is over.

They say it is a scare figure issued by the Veterans Administration to prevent Congress from enacting the G.I. Education and Training Amendments, known as the Taft Amendments. These

would liberalize the formula for payments to educational institutions and would prevent the V.A. from restricting a student's election of courses and institutions. The amendments already have passed the Senate and may be considered by the House in January.

Educators insist that even with a liberalized policy, permitting each veteran to exhaust his maximum entitlement, the total outlay would be around \$30,000,000,000. On the other hand, if the Veterans Administration is per-

mitted to pursue its tight policy, attempted through Instruction 1-A, now cancelled, the total cost would be around \$12,000,000,000.

What Congress does about the Taft Amendments, therefore, is important to the entire future of veterans' education. The American Council on Education, the N.E.A., and the Association for Land-Grant Colleges and Universities are studying the amendments and will have a number of changes to suggest to Congress. Most educators, however, approve the amendments in principle.



### From CONSTANTLY VARIED MENU OF OVEN DONE FOODS

Manhattan College's chef realizes that eating in the same place daily isn't very interesting, unless the menu varies constantly—that's why he selected a Blodgett Roast Oven.

Oven prepared foods are easily varied—and are tops in nutritive value.



Manhattan College, N. Y., and one of the Blodgett Gas-Fired Sectional Ovens that serve its kitchen and bakery. Oven shown is the No. 952 Roasting Oven.

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### New York City Teachers Seek \$1200 Pay Raise

NEW YORK.—The 1950 legislative program of the Joint Committee of Teachers Organizations, which represents more than 43,000 employees of the New York City Board of Education, will include a demand for individual salary increases of at least \$1200 a year.

The committee will seek a new salary schedule of \$3700 to \$6600 for the city's schoolteachers. The present scale is from \$2500 to \$5125 with an additional \$200 a year for a master's degree or its equivalent.

The committee also will work for an increase of \$85,000,000 in state aid for the operational costs of schools, an appropriation of \$200,000,000 for school construction, and better pension provisions which would provide teachers with "at least equal consideration to that given other New York City employees."

### Construction Costs in 85 Cities

WASHINGTON, D.C.—The average pay scale for union construction workers in seven major building crafts in 85 cities is \$2.20 an hour. The average for brick layers is \$2.75; carpenters, \$2.28; electricians, \$2.50; painters, \$2.20; plasterers, \$2.68; plumbers, \$2.53; laborers, \$1.49. The wage rise for the first nine months of 1949 was only 3 per cent compared with an 8 per cent rise for the same period in 1948.

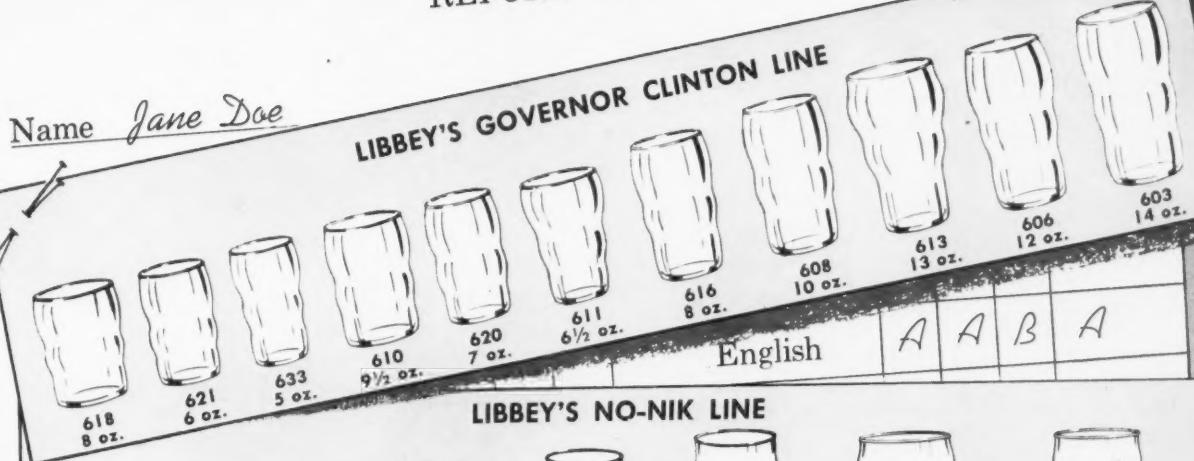
### New Graduate School

NEWARK, DEL.—The graduate division of the University of Delaware, which is now two-thirds as large as the entire prewar university, will become a school of graduate studies with a full-time dean in charge on July 1. It will be the sixth of the university's academic schools.

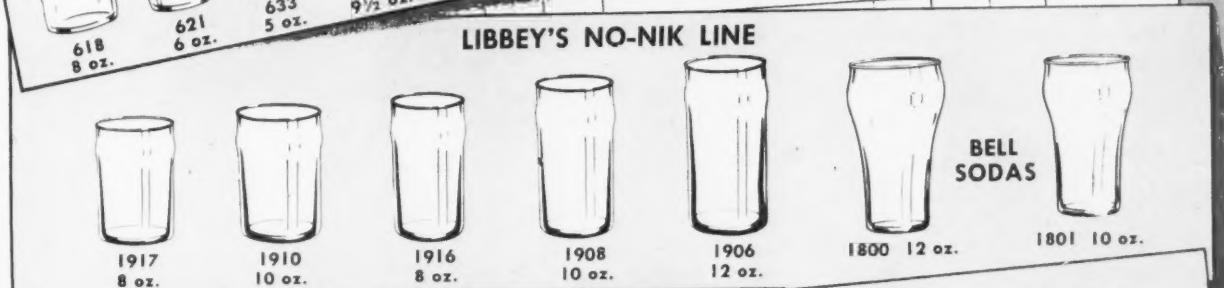
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Name Jane Doe

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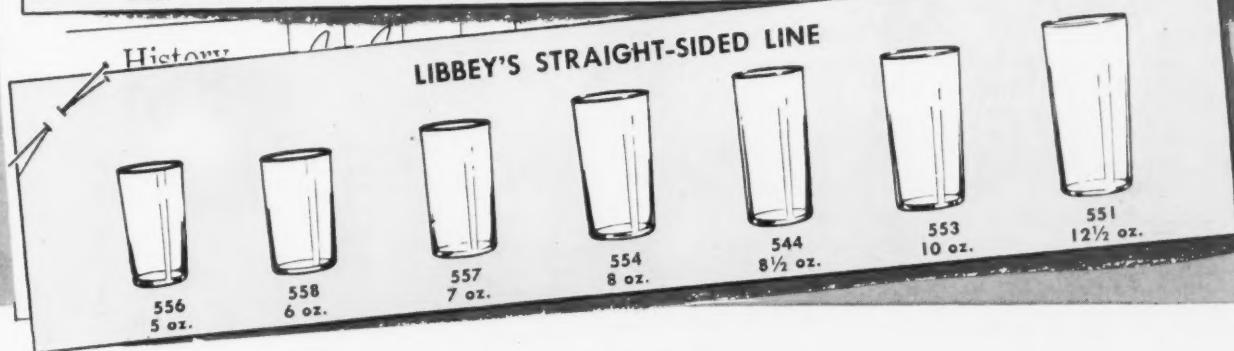


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The hurried, eager movements of youth are always a menace to the life of tumblers in school cafeteria service. That's why it will pay you handsomely to standardize on Libbey Heat-Treated Tumblers . . . famous for the "bounce" quality that makes them last from 3 to 5 times longer than ordinary tumblers.

Three complete lines . . . 25 different style tumblers . . . fit your every need. And the longer life they bring to your lunchroom operation means lower overhead and less need for storage space.

Enroll Libbey Heat-Treated Tumblers at *your* school and begin to effect these economies *now*. Contact

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# NEWS...

## Protest Added Work Hours for Special Subject Teachers

NEW YORK.—A New York City Board of Education decision to increase the working hours of special subject instructors assigned to high schools has been protested by the city's public school teacher organizations.

Effective February 1, the board has decided, art, industrial art, and other special subject teachers who now are working 25 periods a week will be required to work five more periods. Teach-

ers of academic subjects who are on a 25 period schedule will not be affected.

A spokesman for the board said that the ruling is justified because teachers of special subjects are not burdened with some of the duties of academic teachers, such as correcting homework papers and examinations and preparing students for regents' tests.

Abraham Lederman, president of the Teachers Union, C.I.O., asserted that the ruling would result in increased official class registers, heavier building assign-

ments, and the dropping of teachers by "budget cutters and economy minded school officials."

The Teachers Guild, A.F.L., and the High School Teachers Association also objected to the ruling.

## Relations Between Industry and Science Teaching to Be Discussed

WASHINGTON, D.C.—Relations between industry and science teaching will be the topic of a national conference of the National Science Teachers Association, to be held February 25 in Atlantic City, N.J.

The meeting will be sponsored by the association's Advisory Council on Industry. Leaders in science education and members of the organizations that produce teaching aids for the schools will participate.

The advisory council is engaged in a program of five fact finding surveys and has advised on the development of the association's program of consultation, evaluation, distribution, utilization and research in relation to business sponsored aids for science teachers.

## Use of Vending Machines in School Cafeteria Suggested

WASHINGTON, D.C.—Schools may be able to cut cafeteria operation expenses by using coin operated dispensing machines, suggests the Department of Commerce.

A host of items standard in school cafeterias, including milk, hot chocolate, soup, doughnuts, cookies, ice cream, soft drinks, and candy, may now be sold by vending machines. A new mechanism also markets hot sandwiches, cooked by radar upon the insertion of the coin.

The National Automatic Merchandising Association, trade association of manufacturers of vending machines, anticipates that 1950 will be its biggest year. Nearly two million vending machines of various types are already in use, the organization reports.

## On High School Administration

WASHINGTON, D.C.—The theme for the 34th annual convention of the National Association of Secondary-School Principals, which is to meet in Kansas City, Mo., February 18 to 22, is "Better Schools Through Better Leadership." Special features will include student programs and discussion groups on 33 current issues on the administration of the junior and senior high schools and the junior college.

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Kohler drinking fountains, are used daily in hundreds of schools throughout the nation. Write now for "Kohler Plumbing Fixtures for Industrial Plants, Public Buildings, Clubs, Schools" showing a line of Kohler fixtures suitable for use in washrooms, gymnasiums and corridors. Kohler Co., Dept. 3-R, Kohler, Wis.

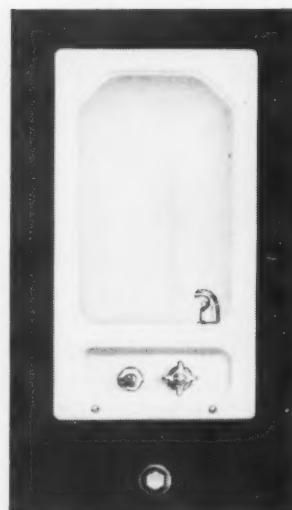
Daybrook K-5335-A. Vitreous china wall-hanging type. Bowl 14x10".



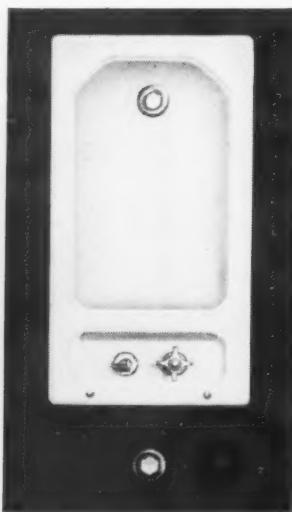
Rockbrook K-5340-A. Vitreous china wall-hanging type with back. Bowl 12x12x16".



Edgebrook K-5390-A. Enamelled iron wall-hanging type. Bowl 12x8".



Vanbrook K-5368-A (above) and Vanguard K-5370-A (below). Recessed vitreous china drinking fountain and cuspidor—recommended combination for gymnasium. 30" high, 16½" wide, 11" front-to-back.



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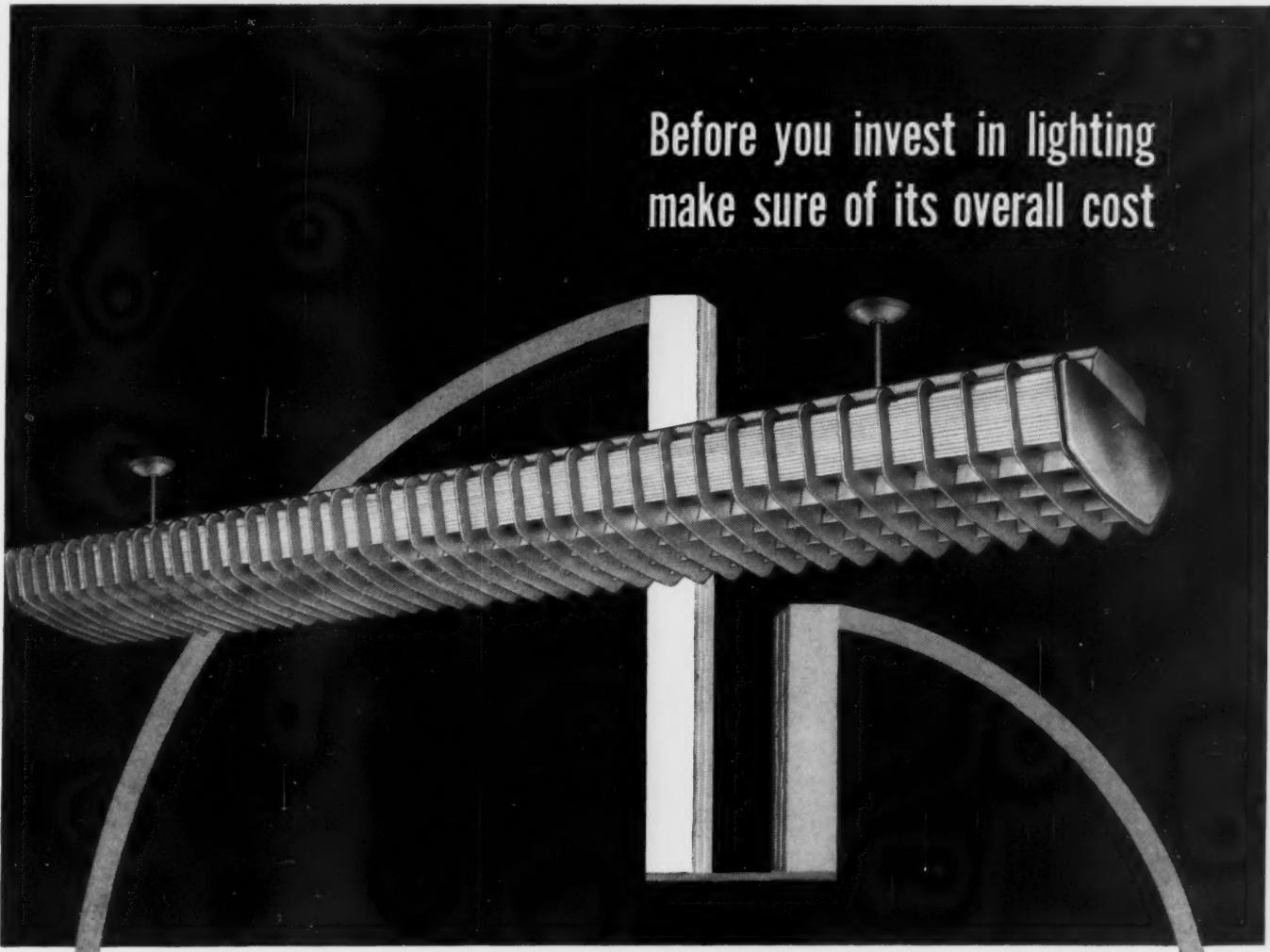


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# NEWS...

## New Quarterly Issued for Teachers

WASHINGTON, D.C.—A new quarterly devoted to the interests of pre-service and in-service teacher education has been announced by the National Commission on Teacher Education and Professional Standards.

First issue of the new publication, the *Journal of Teacher Education*, is scheduled for March 1. The commission has contemplated such a journal since its own founding in 1946.

Ralph McDonald, executive secretary of the commission, will serve as editor, with T. M. Stinnett as associate editor. Headquarters are at the N.E.A. Building in Washington, D.C.

## Educational Publications

WASHINGTON, D.C.—Two recent publications are of interest to educators. The Office of Education's booklet, "The Place of Subjects in the Curriculum," which stresses life problems rather than "subjects," is available for 15 cents from

the superintendent of documents, Washington 25, D.C. A special bulletin of the National Association of Secondary School Principals, "The Business Education Program in the Secondary School," is obtainable from 1201 Sixteenth Street, N.W., Washington, D.C., for \$1.

## Urge Time for Children to Think About What They Learn

EVANSTON, ILL.—"Instead of teaching so many subjects, we must give children more time to think about what they are learning," believes E. T. McSwain, dean of University College at Northwestern University.

"We must recognize that children have only one childhood and that they undergo basic development psychologically and emotionally. We cannot speed up psychological and emotional development any more than we can speed up biological or physical development," he said.

The dean warned that "if we don't lighten the load of our school children we are going to have more mental breakdowns in the future."

Pointing to the complexity of living in the last half century, Dean McSwain said the best way to prepare for the far greater complexities of the next 50 years is to encourage children to think about what they are learning.

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### STEEL MOBILE Suntan DESKS



Equip your schools with Peabody No. 260 Steel Movable Desks and you equip them with the most efficient, most comfortable, and most attractive seating money can provide. Examine this quality seating. See how sturdy it is built. Notice the desk lids do not slam—look at the comfortable seat and notice how both seat and desk are independently adjustable. The adjustment feature is positive—cannot slip. Only persons responsible for seating can adjust them. No bolts—no butterfly nuts for children to loosen.

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The PEABODY Line is a complete quality line of school seating, desks, chairs, tables, teachers' and administrators' desks and folding chairs. From this one manufacturer purchasers of school equipment can buy all necessary school furniture and be protected by the PEABODY ironclad guarantee of superior quality, workmanship, material and correctness of design.

We invite your inquiries.  
Write direct to—

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BOX 3



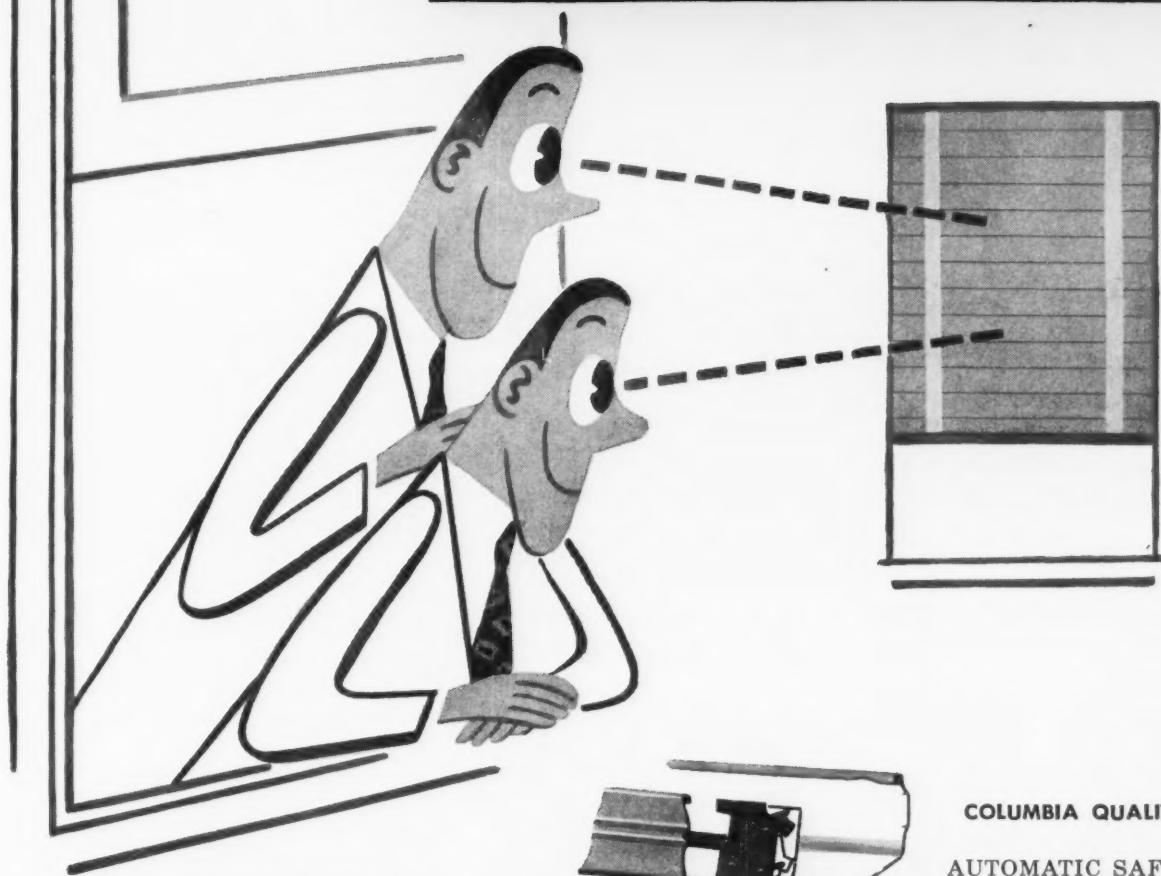
H. S. Vincent

## NAMES IN THE NEWS SUPERINTENDENTS . . .

Harold S. Vincent, superintendent at Canton, Ohio, since 1947, has been named superintendent at Milwaukee, effective July 1. He succeeds the late Lowell P. Goodrich.

Mr. Vincent began his career in education as principal of the junior high school, and later principal of the senior high school, at Wessington Springs, S.D. He next went to Akron, Ohio, as a teacher; he later held the positions of assistant high school principal, research director, assistant superintendent in charge of research and pupil personnel, and first assistant superintendent in charge of teacher personnel, school organization, and budgeting in the Akron schools. Mr. Vincent received his A.B. degree from Greenville College, Green-

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**Columbia Venetian Blinds!** Men are notoriously impatient with jerky, slipshod Venetians. At home and in their office, they want blinds that work with honey-smooth precision so characteristic of Columbia.

If you're responsible for the Venetian Blind installation in any building—large or small—Columbia is a name that probably rings a familiar note to you. Columbia represents first quality to decorators—institutional users—builders.

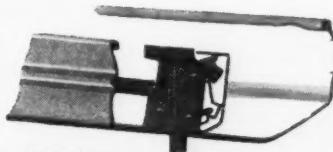
Regardless of the complications involved, your Columbia Authorized Dealer can solve your Venetian Blind problems expertly. He's familiar with all sizes and types of installations. Naturally, the bigger the job, the better the price, per blind. Get in touch with him right away.

# Columbia

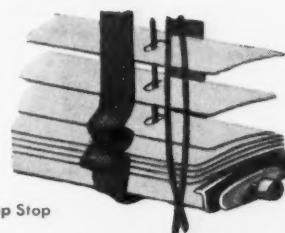
VENETIAN BLINDS  
AND WINDOW SHADES

THE COLUMBIA MILLS, INC. • 428 SOUTH WARREN STREET, SYRACUSE 2, N. Y.

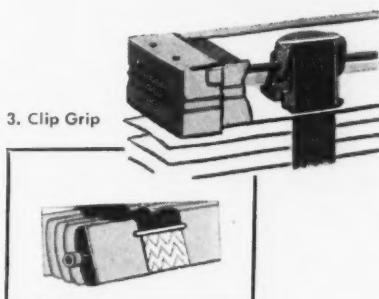
**COLUMBIA QUALITY POINTS**



1. Safety Stop



2. Snap Stop



3. Clip Grip

**AUTOMATIC SAFETY STOP** holds blind where you want it—no slipping. (See figure 1.)

Columbia's exclusive **SNAP-STOP** keeps blinds from rattling and banging when window is open. (See figure 2.)

Choice of enamel-coated aluminum or steel slats, galvanized to prevent rust. Easy to clean.

All-metal headbox completely encloses satin-smooth working parts.

**CLIP-GRIP** at top and bottom of blind makes tape removal quick and easy. (See figure 3.)

**ROLLER-LIFT**, special Columbia mechanical feature for extra large blinds, means easy operation. A child can raise and lower the biggest blind.

We will gladly submit specifications for Venetian Blinds that can become a part of the General Contractor's bid. This includes a recommendation for correct type of slats and tape; mechanism; method of manufacture and proper installation. Let us call on you and discuss your particular problems.

Columbia Venetian Blinds and Window Shades are sold only in leading department and furniture stores and shade shops designated as Columbia Authorized Dealers.

## NEWS...

ville, Ill., and his A.M. degree from Ohio State University. In 1948-49 he was president of the Ohio Association of School Administrators and a member of the executive committee of the Ohio Education Association.

**James W. Codding** of Chazy has been elected president of the New York State Association of Superintendents of Schools. He succeeds **George A. Barber** of Batavia. Other new officers are vice president, **Lester B. Foreman**, Pittsford; second vice president, **Robert E. Bell** of

Chappaqua, and secretary, **John F. Byrnes**, Brushton. **F. Karl Frolick** of Middleport was reelected treasurer.

**Fenton L. Larson** has resigned as principal at Edenton, N.C., to accept a position as superintendent at Cherryville, N.C.

**Lionel J. Bourgeois**, present superintendent of New Orleans and Orleans Parish, Louisiana, has accepted a contract for another four-year term to take effect August 1 upon completion of his present four-year contract.

**Ray J. Lofton**, superintendent at Melrose, N.M., is serving as a district governor of Rotary International, a service organization, for 1949-50. Other educators serving in similar positions are **William D. Wolfe**, superintendent, Atchison, Kan.; **Jason B. Deyton**, superintendent, Mitchell County, North Carolina; **Fred W. Diehl**, superintendent, Montour County, Pennsylvania; **T. James Ahern**, superintendent, Larchmont-Mamaroneck school system, New York; **Grover C. Boswell**, president of the junior college and superintendent, Ranger, Tex.; **William W. Reynolds**, supervising principal, Haddonfield, N.J., and **Webb Follin**, assistant principal of Webb School at Bell Buckle, Tenn.

**Herold C. Hunt**, superintendent of Chicago public schools, has been appointed national chairman of schools and colleges for 1950 Brotherhood Week, February 19 to 26, which will be sponsored by the National Conference of Christians and Jews.

**Frank L. Yost**, high school principal at Orange, N.J., has been appointed superintendent of Orange schools. Mr. Yost succeeds the late **Howard J. McNaughton**.

### PRINCIPALS . . .

**Allison R. Dorman** will retire as high school principal at New Bedford, Mass., at the end of the year. He has been associated with the school for 30 years. His successor will be **Joseph A. McDonnell**, now assistant high school principal.

**Thomas M. Smith**, high school teacher at Jefferson, Pa., has been named high school principal at Mapletown, Pa. He succeeds the late **Oscar C. Smith**.

**Richard S. Lovejoy** is the new high school principal at Jackman, Me.

### OTHERS . . .

**Chris A. De Young** has been granted a year's leave of absence by Illinois State Normal University to serve as executive secretary for the panels on public education and teacher education of the Commission on Occupied Areas.

**Lee M. Thurston**, Michigan state superintendent of public instruction, has been elected a member of the national Education Policies Commission for a four-year term beginning January 1.

**Ralph C. Wenrich**, Michigan state assistant superintendent for vocational education, has been appointed a member

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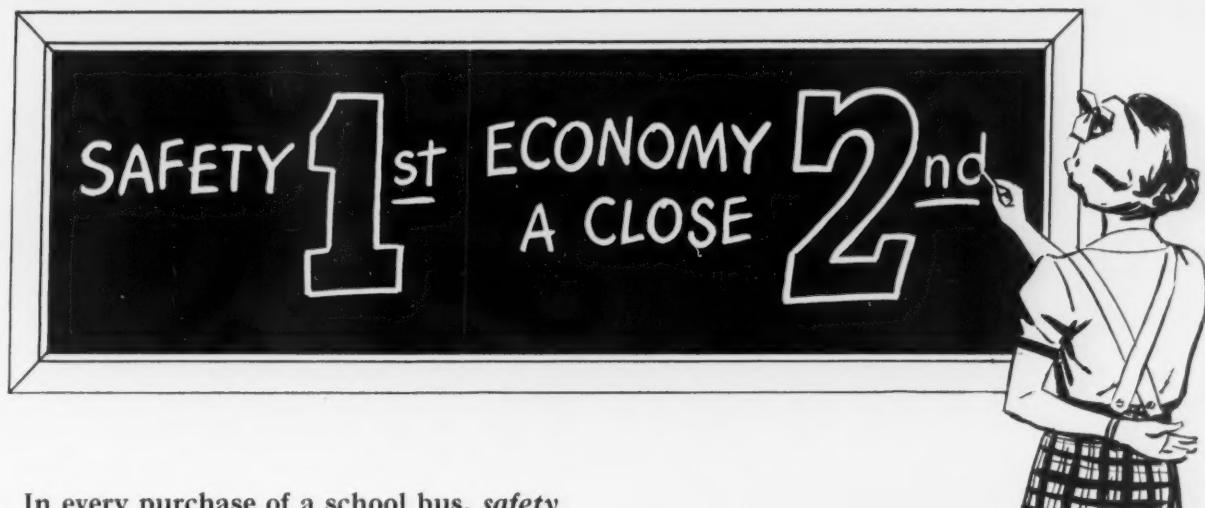
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### 199-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 15,000 pounds depending on tire equipment. Capacities, 42 to 54 pupils. Chevrolet Load-Master valve-in-head engine, 105 h.p., 193 foot-pounds torque (pulling power) at speeds under 35 m.p.h. governed speed.

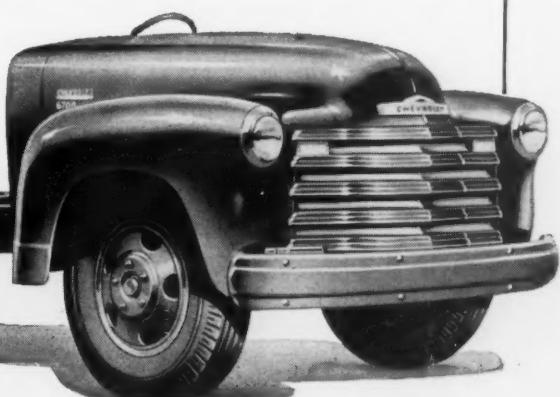
### 161-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 10,500 or 12,000 pounds. Capacities, 30 to 36 pupils. Chevrolet Thrift-Master valve-in-head engine, 92 h.p., 176 foot-pounds torque (pulling power) under 35 m.p.h. Capacity, 16 pupils.

pounds torque (pulling power) under 35 m.p.h.  
governed speed.

### 137-INCH JUNIOR SCHOOL BUS CHASSIS

Gross vehicle weight, 7600 pounds. Chevrolet Thrift-Master valve-in-head engine, 92 h.p., 176 foot-pounds torque (pulling power) under 35 m.p.h. Capacity, 16 pupils.



## NEWS...

of a working advisory council to advise the U.S. Office of Education on matters concerning vocational education. Mr. Wenrich will represent the National Association of State Directors of Vocational Education.

Charles W. Patrick, formerly regional supervisor of trade and industrial education for the California State Department of Education, is now director of vocational education for the public schools of San Diego, Calif. Melvin Barnes, assistant director of adult educa-

tion for the San Diego schools, has been appointed director of the department. The two men assume duties formerly performed by J. Graham Sullivan, assistant superintendent in charge of adult and vocational schools, who has been named curriculum director of the newly established Contra Costa Junior College at Martinez, Calif.

Erick L. Lindman, deputy superintendent of public instruction in the state of Washington since 1945, has been appointed chief of school finance in the

division of school administration, U.S. Office of Education. His successor in Washington is J. Burton Vasche, formerly director of publications for the Washington State Department of Public Instruction.

### IN THE COLLEGES . . .

Alonzo G. Grace, formerly director of educational and cultural relations of the office of the High Commissioner for Germany, accepted a position as professor of educational administration at the University of Chicago effective December 1. Dr. Grace's successor in Germany is James Read, secretary of the foreign service section, American Friends Service Committee.

Allan P. Colburn, assistant to the president and adviser on research at the University of Delaware, has been named acting president to serve from April until a successor to William S. Carlson takes office. Dr. Carlson resigned, effective in April, to become president of the University of Vermont.

Frank G. Dickey, who has been acting dean of the University of Kentucky College of Education since the death of William S. Taylor in August, has been appointed dean of the college effective January 1.

T. C. Holy, director of the bureau of educational research of Ohio State University, has been appointed to direct a state educational survey in Oregon.

Carl C. Compton of Auburndale, Mass., has been named president of Anatolia College, Thessalonika, Greece. Now dean of the American sponsored school, Mr. Compton will take over his new duties July 1. He will succeed Ernest W. Riggs, formerly of Melrose, Mass.

Charles S. Ball, 36, assistant professor of Bible and college pastor of Friends University, Wichita, Kan., is president-elect of William Penn College at Oskaloosa, Iowa.

Alan Valentine, president of the University of Rochester since 1935, has resigned, effective next June 30.

### DEATHS . . .

Mrs. Mary Elizabeth Pennell Beard, 73, teacher, author and lecturer on education, died December 14 at her home at Newtown, Conn. She was the wife of the Rev. Dr. William S. Beard, retired Congregational minister. From 1921 to 1924 Mrs. Beard was director of the department of supervisors and instruction of the N.E.A.



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CUTS SCHOOL CLEANING COSTS



**Insulux** Prismatic Glass Block panels control daylight in new Augsburg College & Theological Seminary, Minneapolis. Architect: Lang & Raugland, J. A. Brunet and A. T. Lang Associates, Minneapolis, Minnesota.

## important facts about Insulux Fenestration\*

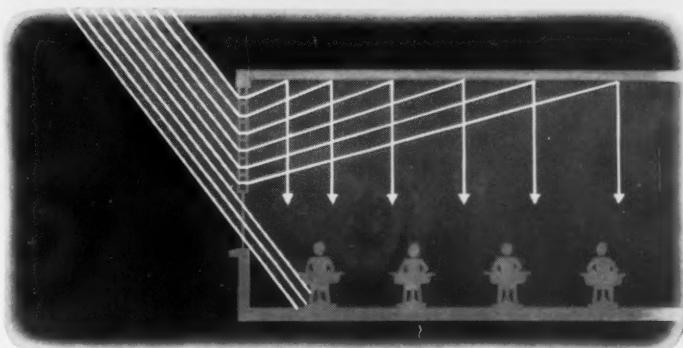
\*Insulux Fenestration: Light-directing glass block above a clear glass vision strip.

THERE are many good reasons for specifying Insulux Fenestration for daylighting in school classrooms. Outstanding ones to jot down and remember:

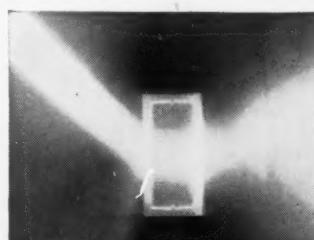
- a. Prisms inside light-directing glass block bend the daylight up to the classroom ceiling which reflects it down onto the working surfaces.
- b. Because glass block directs the major portion of the light above the horizontal, its surface brightness is low, and shades over the panel are unnecessary.
- c. Light-directing glass block distributes daylight evenly and controls daylight illumination so that brightness ratios are low and seeing is made easy.
- d. Windows below light-directing glass block provide ample vision and ventilation.

Full information about light-directing glass block can be had by writing to the makers, American Structural Products Company, a subsidiary of Owens-Illinois Glass Company. Pioneers in daylighting, this company developed a light-directing glass block as early as 1937, and currently maintains a daylight research laboratory at the University of Michigan.

ADDRESS: American Structural Products Company  
Dept. G-165, P.O. Box 1035, Toledo 1, Ohio

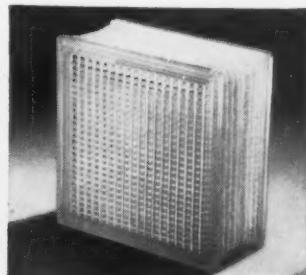


**Drawing** shows how Insulux light-directing glass block bends incoming daylight to ceiling from where it is reflected to children's work surfaces. Daylight distribution is more uniform; contrasts throughout the room are lowered. Since most of the daylight is directed upward, the panel has a low surface brightness, and shades are not required.



**DIRECTS DAYLIGHT**

Photograph of light beam through Insulux light-directing glass block.



**INSULUX**  
**GLASS BLOCK®**

## NEWS...

(Continued From Page 70.)  
vice president is Austin R. Meadows of Alabama.

Commissioner Finis E. Engleman of Connecticut was named to complete the unexpired two-year term as director of Ralph Jones, Arkansas. Commissioner Francis T. Spaulding succeeds Rex Putnam of Oregon as a director for a three-year term, and Dean M. Schweickhard of Minnesota succeeds J. M. Tubb of Mississippi for a three-year term. Continuing on the

board of directors are Wayne O. Reed, Nebraska; Roy E. Simpson, California, and Lee M. Thurston, Michigan.

Thirty-two states were represented in the workshop of the study commission, November 27 to December 9, preceding the general conference. Under the direction of Assistant Commissioner T. J. Berning of Minnesota, three committees studied major problems of state school administration and suggested policies to be considered by the Chief State School Officers.

### C.A.A. Offers Help to Schools on Aviation Education

WASHINGTON, D.C.—The Civil Aeronautics Administration announces that its aviation training staff is prepared to meet requests from schools and colleges for any service bearing on aviation education.

The C.A.A. offers the following services:

1. Consultation on air-age education instructional offerings, establishment of flight and aviation mechanic training programs, aviation aspects of teacher training programs, and preparation of audio-visual aids, both general and vocational.

2. Assistance to teachers, colleges and universities in planning and conducting workshops and seminars in air-age education.

3. Assistance to schools desiring to set up demonstration classes in air-age education.

4. A visual-aid service in which a large library of aviation motion pictures, strip films, and recordings is available on a loan and cost-of-transportation basis.

Inquiries regarding these services should be sent to H. B. Pickering, Aviation Education Division, Civil Aeronautics Administration, Washington 25, D.C.

### Senator Suggests Income Tax Exemption for Children in College

WASHINGTON, D.C.—Parents should be granted an income tax exemption of \$1000 for each child enrolled in college even though the student has ceased to be a minor.

This is the suggestion of Sen. Harley M. Kilgore (D-W.V.). He made his proposal to the joint committee on internal revenue and the ways and means committee of the House, which are studying tax revision.

"American boys and girls begin their college careers just at the time that they cease to be minors in the eyes of the law. At that crucial time the parent loses the exemption for his child, yet the drain on the family income is larger than ever. This calls for income tax relief," Mr. Kilgore said.

### Journal Changes Name

SAN FRANCISCO.—Effective with the January issue, the official publication of the California Teachers Association will be known as the *CTA Journal* instead of the *Sierra Educational News*.

"They'll give you twice the wear"

Dann's  
Chalkboard Erasers  
Can't mar or scratch the board

Here's a chalkboard eraser that erases with amazing efficiency, is easy to clean, and built to give you twice the wear.

The DANN'S erasers are *noiseless* and *sanitary*. Made of the finest firm, dense, wool felt that cleans better. Sewed throughout with two-thread, double-locked stitches that assure you longer wear.

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(Part I, Part II, Part III) for  
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Grade 5; Grade 6; Grade 7;  
Grade 8

Birds

Simple Science Experiments  
(Book I, Book II)

Pre-Primer—Getting Ready for  
Reading

Pre-Primer—A Book of Little  
Books

A Word Book for the First Grade

\*Holiday Hours

\*Indians, Long Ago and Now

\*Friends of Field, Stream and  
Forest

\*Animal Stories

\*Ditto Lessons in Health and  
Safety

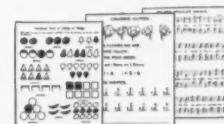
Phonics:  
Set 1; Set 2

Language for  
Grade 2; Grade 3; Grade 4;  
Grade 5; Grade 6; Grade 7;  
Grade 8

\*Directed Study Lessons in Geog-  
raphy: How People Live in  
Other Lands.  
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\*American History for  
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## THE BOOK SHELF

*Printed publications of interest to school administrators are listed as received.*

### ADMINISTRATION

**Organization and Supervision of Elementary Education in 100 Cities.** By Effie G. Bathurst, Mary Dabney Davis, Hazel Gabbard, Helen K. Mackintosh, and Don S. Patterson, U.S. Office of Education. Covers organization, schedules and classification. Order from U.S. Government Printing Office, Washington 25, D.C. Pp. 84. 25 cents.

**Building Educational Programs.** (Mimeographed.) A report of the second educational conference and administrators workshop, Ohio State University, July 6 to 26, 1949. W. R. Flesher, editor. Pp. 79.

### ADULT EDUCATION

**Summary Report of the International Conference on Adult Education.** Elsinore, Denmark.

June 19 to 25, 1949. Publication No. 406 of UNESCO, 19 Ave Kléber, Paris 16. Pp. 40.

ference, Urbana, 1949. University of Illinois Press. Pp. 183. \$1.

### ANNUAL REPORTS

**The First Fifty Years.** 1898-1948. Fiftieth annual report of the superintendent of schools, New York City. William Jansen, superintendent. Many illustrations. Pp. 183.

**Don Diego's Schools.** 1948-49 report for San Diego, Calif. Will C. Crawford, superintendent. Many pictures. Pp. 31.

### COMMUNITY RELATIONS

**How Schools and Communities Work Together.** Compiled and edited by J. Lloyd Trump. Proceedings of the Illinois Summer Education Con-

### CURRICULUM

**Report of Proceedings.** Regional conference on industry-science teaching relations, Mellon Institute, Pittsburgh, Sept. 30, 1949. Published by the Advisory Council on Industry-Science Teaching Relations, National Science Teachers Association, 1201 Sixteenth St., N.W., Washington 6, D.C. Pp. 23.

### COMMUNITY RELATIONS

**Bridges Between the School and the Community.** Material received in response to a questionnaire sent to New York City principals of junior high schools and of elementary schools having seventh and eighth year classes, requesting information on school-community relations. Published by the New York City Board of Education, 110 Livingston St., Brooklyn 2. Pp. 79.

### CURRICULUM

**Human Growth.** By Lester F. Beck, associate professor of psychology, University of Oregon. Based on the same research, sponsored by the E. C. Brown Trust of the University of Oregon, that produced the educational film "Human Growth." Illustrated. Harcourt, Brace and Company, Inc., 383 Madison Ave., New York 17. Pp. 124. \$2.

**Safety Education in the Secondary School.** Prepared and published by the school and college division of the National Safety Council, 20 N. Wacker Drive, Chicago 6. Includes suggested units of instruction. Pp. 55.

### FINANCE

**Financing Education in Efficient School Districts.** By Francis Cornell, William P. McLure, Van Miller, and Raymond E. Wochner, Bureau of Research and Service, College of Education, University of Illinois. Pp. 165.

**Selected Bibliography on School Finance, 1933 to 1948.** Compiled by Timon Covert, specialist in school finance, U.S. Office of Education. Bulletin 1949, No. 14. Order from U.S. Government Printing Office, Washington 25, D.C. Pp. 47. 20 cents.

**Expenditure per Pupil in City School Systems, 1947-48.** By Lester B. Herlihy, specialist in educational statistics, and Clarence G. Lind, senior statistical clerk, U.S. Office of Education. Circular No. 260. Pp. 27.

### HIGHER EDUCATION

**Higher Education for American Society.** Edited by John Guy Fowlkes, dean, School of Education, University of Wisconsin. Papers delivered at the National Educational Conference, Madison, Wis., 1948. University of Wisconsin Press. Pp. 427. \$4.

**The College Blue Book.** Reference book on higher education in the United States and the world. By Huber William Hurt and Marion E. Abbott. Published by Christian E. Burkel, Yonkers-on-Hudson, N.Y. Sixth Edition, 1950. Pp. 464.

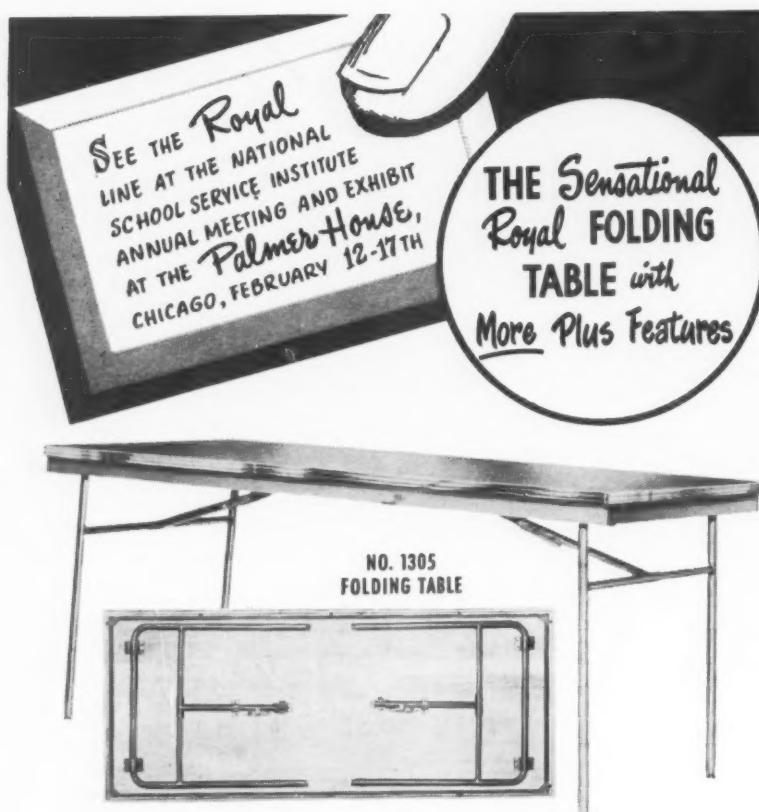
### TEACHING METHODS

**Foundations of Method for Secondary Schools.** By I. N. Thut, associate professor of education, and J. Raymond Gerberich, professor of education, University of Connecticut. McGraw-Hill Book Company, Inc., New York City. Pp. 493. \$4.

### OF GENERAL INTEREST

**These Are Your Children.** A text and guide on child development for teachers and parents. By Gladys Gardner Jenkins, staff lecturer, Association for Family Living; Helen Shacter, lecturer in psychology, Northwestern University, and William W. Bauer, director, bureau of health education, American Medical Association, Scott, Foresman and Company, Chicago. Pp. 192. \$3.50.

**The Education of Free Men.** By Horace M. Kallen, chairman of the department of philosophy and psychology at the New School for Social Research. An essay toward a philosophy of education for Americans. Farrar, Straus and Company, Inc., 53 E. 34th St., New York City 16. Pp. 332. \$5.



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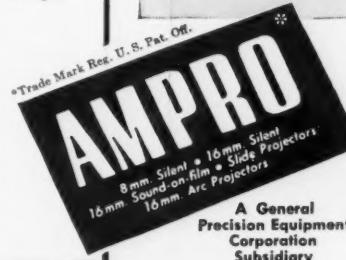
**PUBLIC SPEAKING** classes may make recordings of student speeches for later play-back with corrections and criticisms.



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## COMING EVENTS

*Meeting dates for national and regional programs*

### JANUARY

23-27. Southwest Air Conditioning Exposition of the International Heating and Ventilating Exposition, Dallas, Tex.

### FEBRUARY

12-15. Association for Supervision and Curriculum Development, N.E.A., Denver.

15-19. American Camping Association, St. Louis.

18-22. National Association of Secondary School Principals, Kansas City, Mo.

23-25. American Association of Colleges for Teacher Education, Atlantic City, N.J.

24-26. Conference on Educational Travel, Atlantic City, N.J.

25, 27. National Society for the Study of Education, Atlantic City, N.J.

25-Mar. 1. American Education Research Association, Atlantic City, N.J.

25-Mar. 2. American Association of School Administrators, annual meeting, Atlantic City, N.J.

27. Mid-winter meeting of the School Public Relations Association, Atlantic City, N.J.

27-Mar. 1. N.E.A. Department of Rural Education, Atlantic City, N.J.

### MARCH

18-23. Music Educators National Conference, biennial convention, St. Louis.

19-21. Southwest Regional Conference of Community School Superintendents, Fort Worth, Tex.

30-Apr. 1. Educational Policies Commission, Washington, D.C.

### APRIL

14. Pan American Day.

17-20. National Conference on Higher Education, N.E.A. Department of Higher Education, Chicago.

18-22. American Association for Health, Physical Education, and Recreation, Dallas, Tex.

23-25. Midwest Regional Conference of Community School Superintendents, Des Moines, Iowa.

27-29. Midwest Regional Conference on Rural Life and Education, State Teachers College, Minot, N.D.

30-May 2. Northwest Regional Conference of Community School Superintendents, Spokane, Wash.

### MAY

22-24. Fifth National Conference on Citizenship, Washington, D.C.

22-24. National Congress of Parents and Teachers, Long Beach, Calif.

22-24. Fourth Conference of Leaders in Elementary Education, U.S. Office of Education, Washington, D.C.

### JUNE

19-22. National Association of Student Councils, West High School, Denver.

25-July 14. National Training Laboratory in Group Development, N.E.A. Division of Adult Education Services and cooperating universities, Bethel, Me.

### JULY

2-7. National Education Association, St. Louis.

2-7. N.E.A. Department of Elementary School Principals, St. Louis.

24-Aug. 18. N.E.A. Institute of Organization Leadership, The American University, Washington, D.C.

30-Aug. 2. National Audio-Visual Association, Chicago.

### AUGUST

20-26. School for Executives, American Association of Colleges for Teacher Education, University of Wisconsin, Madison.

### OCTOBER

9-11. Fifth National Conference of County and Rural Area Superintendents of Schools, Columbus, Ohio.

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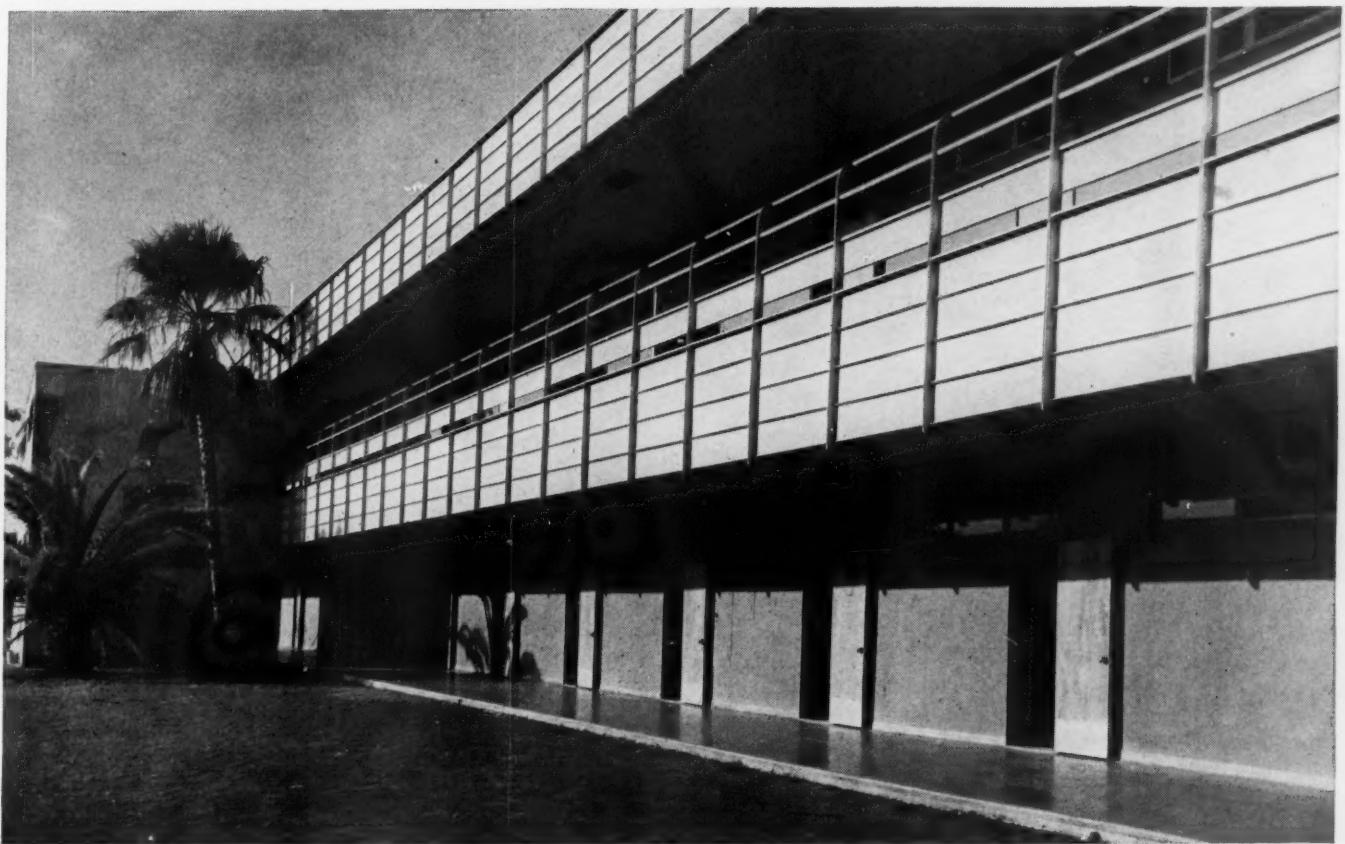
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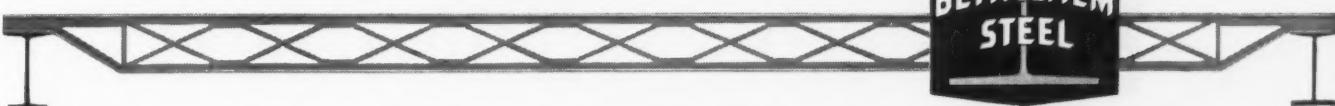
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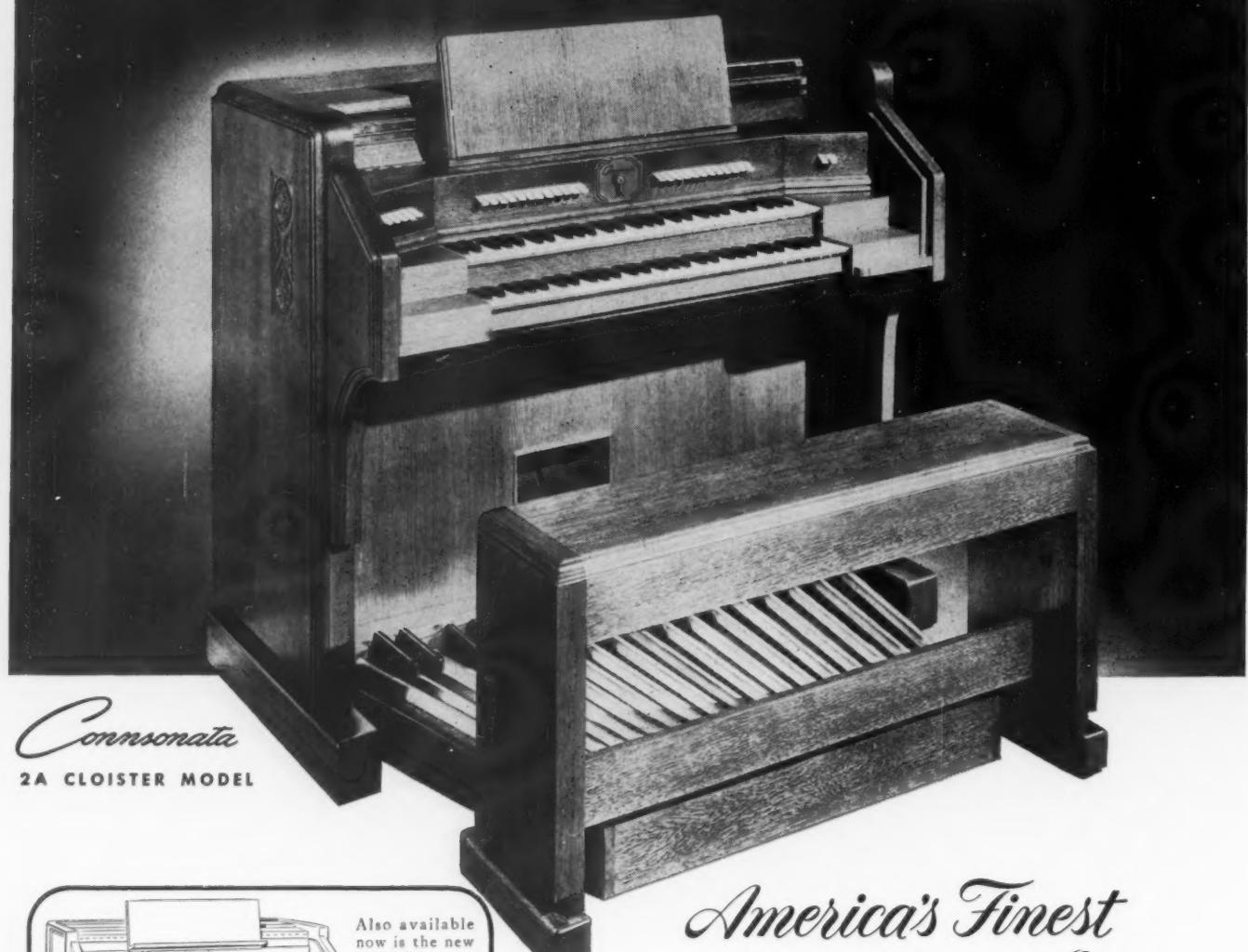
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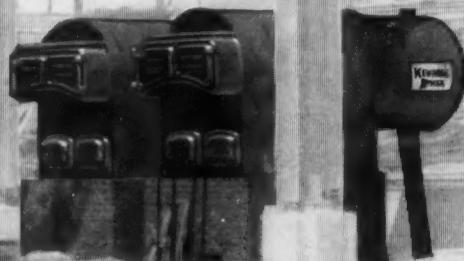
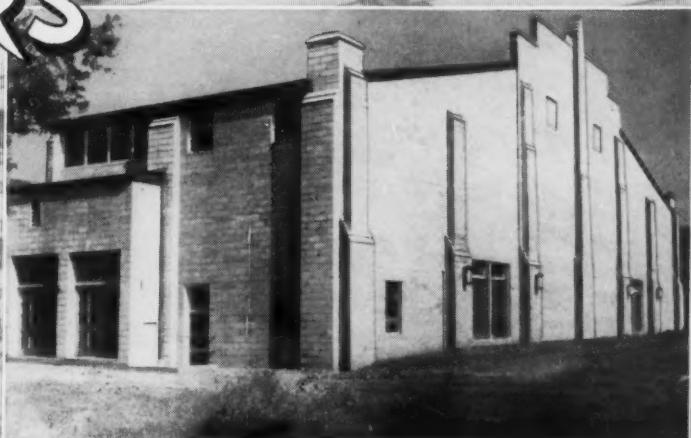


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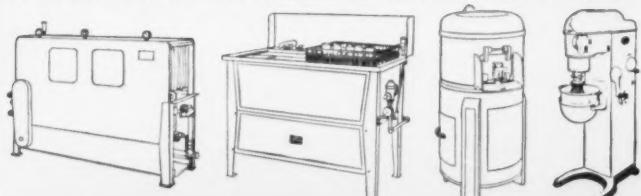
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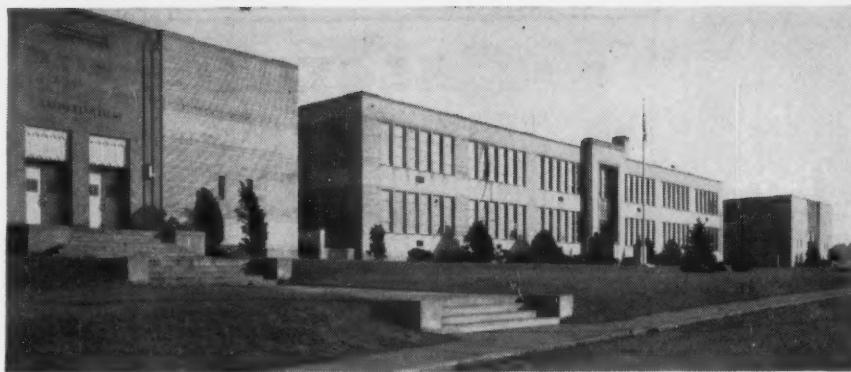
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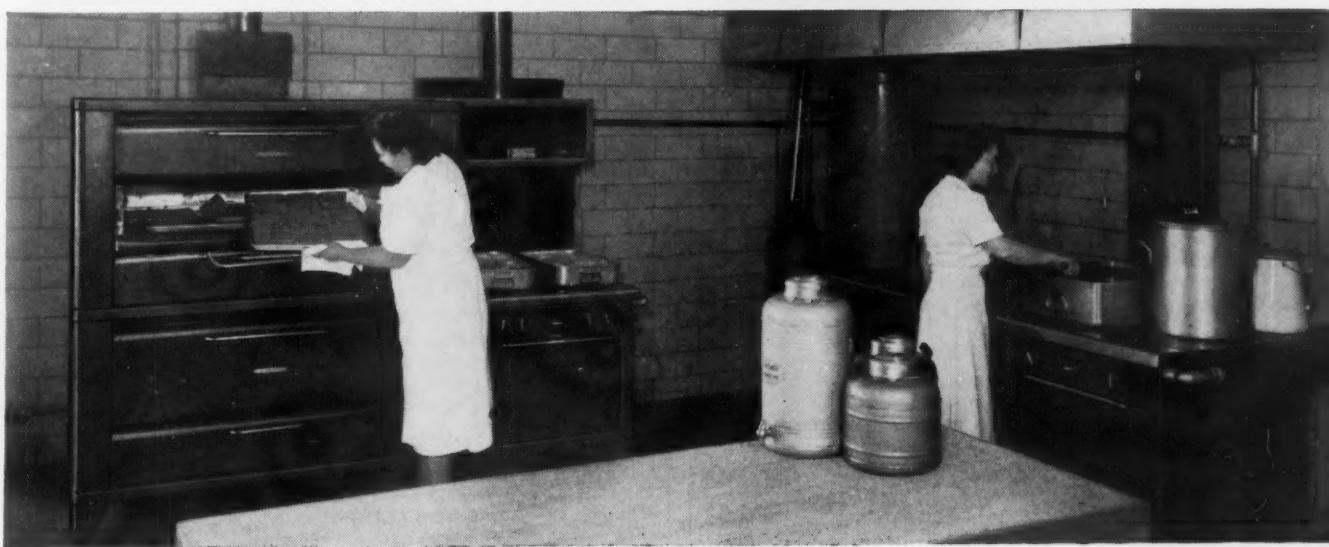
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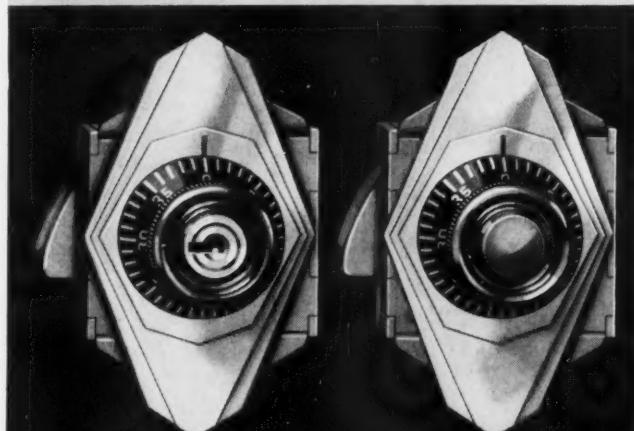
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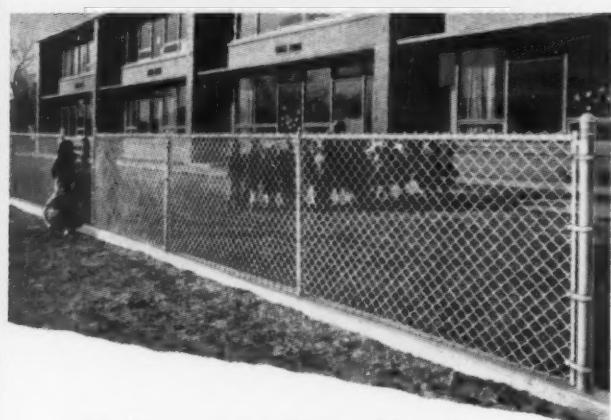
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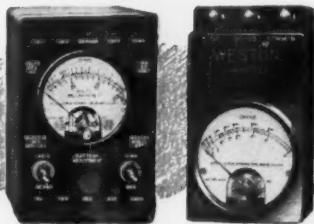


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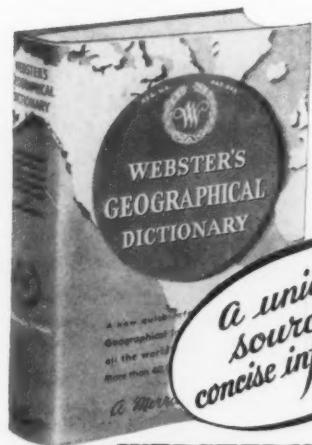
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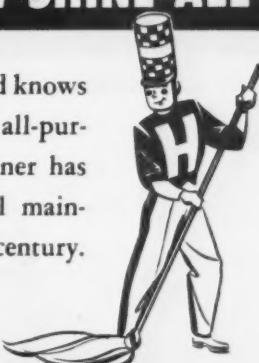
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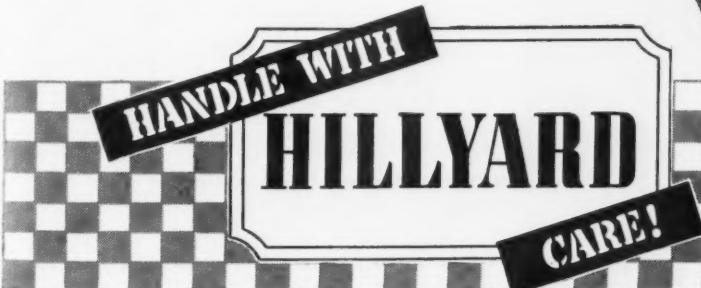
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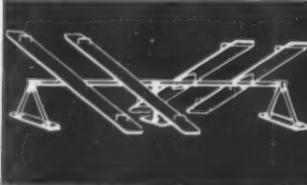
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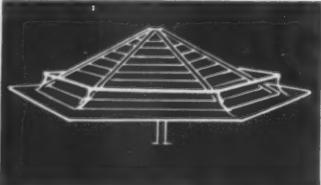
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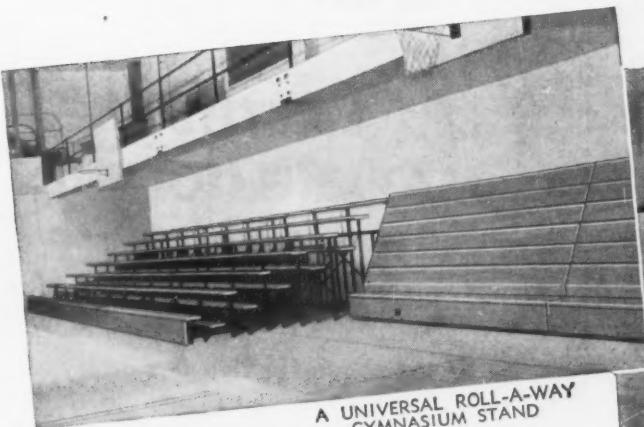
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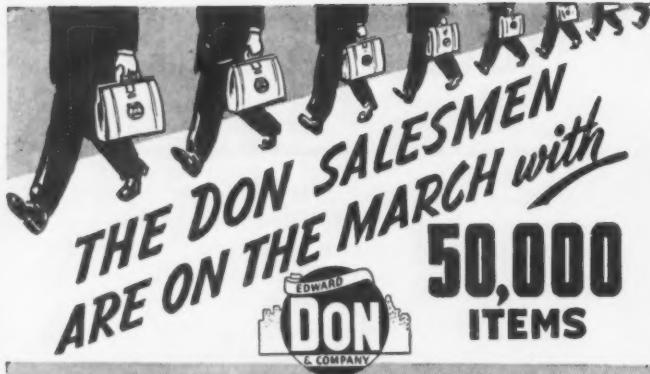
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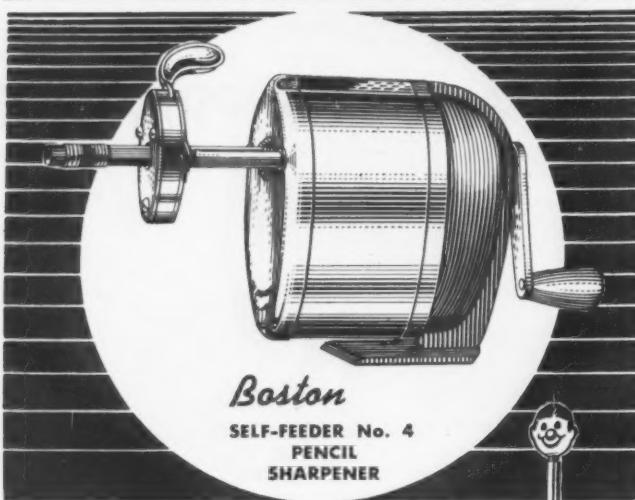
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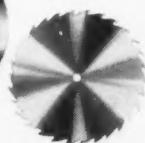


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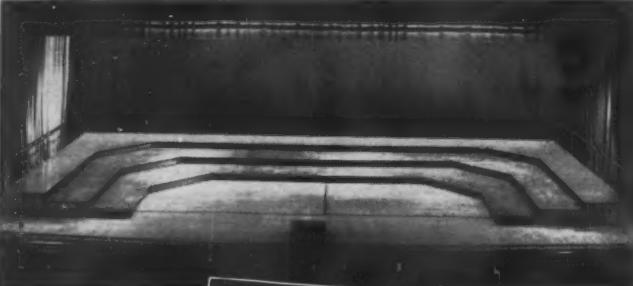
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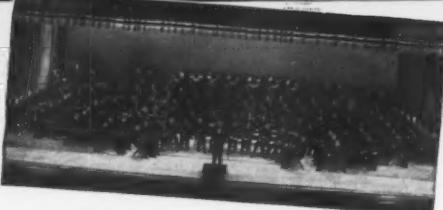
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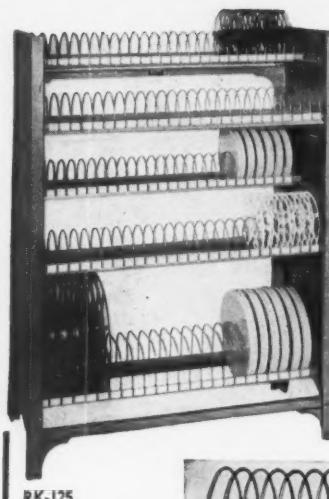
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American Folding Chair No. 44 with plywood seat—Strong: Frame is triangular steel tubing with solid-steel cross braces. Comfortable: Formed hardwood seat of five-ply urea-resin-bonded plywood, 14 1/4" wide, 15" deep, walnut stained, durably lacquered. Formed-steel back panel. Safe: Can't tip forward in use, no snagging, pinching, or soiling hazards. Quiet: Folds quickly and quietly; easy to carry and store. Metal parts finished in baked enamel. Replaceable rubber feet.

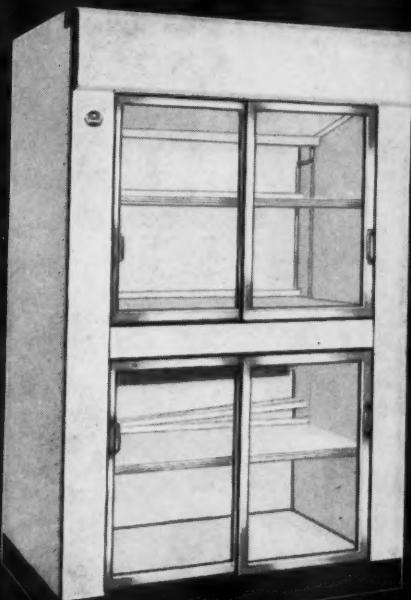
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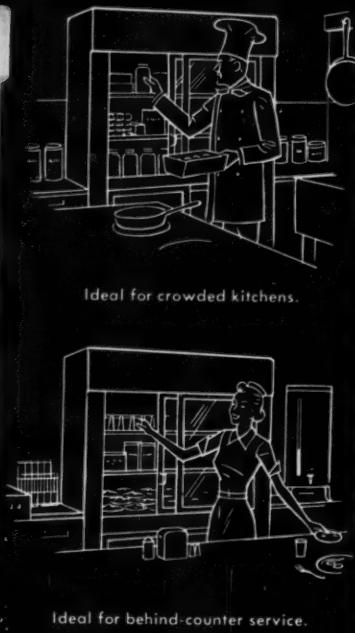
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# What's New FOR SCHOOLS

FEBRUARY 1950

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 156. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

## Tape Recorder



A new type magnetic tape recorder and play back unit which is portable, light in weight, compact and low in price has recently been announced. Based on a new electronic circuit which reduces size, weight and cost, the new Ampro Tape Recorder provides all essential features of a tape recorder with many new advantages. The overall size is 8 by 8 by 11 inches and the unit weighs only 15 pounds.

The new unit uses standard magnetic recording tape and records on a dual track on either 5 or 7 inch reels at 3½ inches per second tape speed. A full 2 hour program can thus be recorded on a 7 inch reel of tape. Other features of the new unit include a monitoring system which permits pre-setting the proper sound level; a 3 way recording system for recording through microphone or through the radio or from a phonograph; simplified threading and operating; fast, motor-driven rewind for long sequences; a timing indicator which measures the exact amount of tape used and permits quick location of any recorded sequence on the reel; a foolproof automatic magnetic erasure system, and other advantages. Ampro Corporation, Dept. NS, 2835 N. Western Ave., Chicago 18. (Key No. 126)

## Dual Channel Consolette

The new RCA dual channel consolette for medium-sized sound systems is designed to permit dual programming of radio or recorded programs or special announcements to loudspeakers in as many as 60 locations. The unit provides 9 input circuits and facilities for

simultaneous transmission of two different programs to different areas, or transmission of a single program with the second channel reserved for inter-communication with any location.

The new equipment features centralized fingertip control, self-contained power amplifiers, complete provision for both visual and audio monitoring of the programs and provision for attaching a separate record player, transcription turn-table and radio tuner. Master emergency switching is also provided. The cabinet is sturdily constructed of metal with attractive two-tone finish. RCA Victor Division, Radio Corporation of America, Dept. NS, Camden, N. J. (Key No. 127)

## Fluorescent Sun Lamp

A new fluorescent sun lamp, low in price and capable of producing the ultraviolet rays of natural sunshine, has recently been introduced. Available in either 20 or 40 watt sizes, the new Westinghouse Fluorescent Sun Lamp is identical in dimensions and electrical operating characteristics with standard fluorescent lamps. It emits radiations over a large area with an output concentrated in the mid-ultraviolet wavelengths. The lamp emits a soft blue light of low visibility and remains cool during use even while providing a quick or gradual sun tan for a roomful of people. The lamp starts and restarts immediately without any warm-up period. Westinghouse Electric Corp., Dept. NS, 306 Fourth Ave., Pittsburgh 30, Pa. (Key No. 128)

## 50 Ounce Soup Service

Cream of Chicken Soup is now available in the 50 ounce institutional sized cans offered in the Campbell line. This new soup is added to the line of Campbell soups now available in this size which include Bean with Bacon, Beef Noodle, Chicken with Rice, Chicken Noodle, Clam Chowder, Consomme, Cream of Mushroom, Green Pea, Tomato, Vegetable and Vegetable-Beef. Campbell Soup Co., Restaurant Div., Dept. NS, Camden, N. J. (Key No. 129)

## Fluorescent Lamps

Two new fluorescent lamps have been announced which bring out the full value of colors and are complimentary to complexions. They are the result of a decade of research by the General Electric Lamp Department and employ a new fluorescent powder designated as "DR" phosphor. The two new lamps are known as "de luxe cool white" and "de luxe warm white." Two other new lamps available in the fluorescent line offer more efficient lighting without the color accuracy and are known as "standard" lamps. General Electric Lamp Department, Dept. NS, Nela Park, Cleveland 12, Ohio. (Key No. 130)

## Desk and Chair Unit

Wherever it is necessary for students to have storage space for books and materials in the classroom, yet flexibility is desired, the new movable desk and chair unit, S50ILL, will serve the need. It has a lifting lid, with completely enclosed adjustable friction hinge which assures quiet closing, and a roomy storage section. Sturdily constructed of tubular steel with desk top, seat and chair back of solid birch, the unit has been designed for proper seat-to-desk relationship but is readily movable. It is available in six graded sizes to meet the needs of elementary and secondary schools and colleges, and is available either with or without an inkwell. Hey-



wood-Wakefield Co., Dept. NS, School Furniture Div., Menominee, Mich. (Key No. 131)

### Dictaphone Time-Master



The recently developed Dictaphone Time-Master Model is an electronic dictating machine which records on the Plastic Memobelt. This 20 pound portable dictating instrument is small and compact, has clear, sensitive microphone dictation at ordinary conversation levels, adjustable recording and reproducing volume, clear recording and playback, and is easy to operate. The cylindrically shaped plastic Memobelt records at constant groove speed and assures easy, uniform backspacing and instant, accurate place-finding. It is unbreakable and can be mailed in ordinary envelopes if desired and filed in an ordinary office file.

The transcribing machine gives accurate voice reproduction and has a light, under-chin headset or a soft speaker which may be used in place of a headset. It is a precision instrument which is easy and comfortable to operate. Volume, speed and tone can be varied and backspacing is uniform, measured and instantaneous. **Dictaphone Corporation, Dept. NS, 420 Lexington Ave., New York 17.** (Key No. 132)

### Electric Meat Chopper

The new Model "D" Meat Chopper is a quality machine at an economical price. Incorporating durability, high quality performance and functional, easy-to-clean design, the new model has a capacity of 7 pounds per minute and is equipped with a feeding tray and hardwood meat feeder. It is powered by a  $\frac{1}{3}$  h.p. AC motor and is equipped with an overload switch to protect the motor, a built-in toggle and an 8 foot cord. **General Slicing Machine Co., Inc., Dept. NS, Walden, N. Y.** (Key No. 133)

### Acoustical Material

Three new acoustical products have recently been introduced. Travacoustic, a mineral tile, is fabricated from Rock Wool and precut into uniform sizes and standard thicknesses. It is designed to provide a high degree of sound absorption and light reflection, is incombus-

tile and has a white coating which can be cleaned or repainted without loss of acoustical efficiency. Thermacoustic, developed from mineral wool, is a fire-proof material especially designed to be sprayed on ceilings and arches. It may be applied in any desired thickness and is effective for both noise reduction and thermal insulation and can be painted.

The third new product is Acoustifibre, an improved wood-fiber tile with perforations to deaden noise. It also can be repainted many times without decreasing its acoustical value. **National Gypsum Co., Dept. NS, Buffalo 2, N. Y.** (Key No. 134)

### Conference Top Desk

A new steel desk recently developed by Yawman and Erbe and known as the Conference Top Desk is now in production. Designed to provide maximum working space, the molded top of the desk extends out, thus providing knee space for those around it when it is used for conferences or study plans.

The desk has a top measurement of 78 by 39 inches exclusive of sliding



shelves. Overhang at each end is 9 inches with the same amount of extension across the front. The molded top is linoleum covered with brushed chrome metal insert caps on the corners and continuous chrome binding around the edge. One card and one vertical letter drawer are provided on each side of the desk and the adjustable glides permit optional height adjustments of from 29 to 30 $\frac{1}{4}$  inches. The desk has iridescent Neutra-Tone Gray finish with white metal hardware. **Yawman and Erbe Mfg. Co., Dept. NS, Rochester 3, N.Y.** (Key No. 135)

### Triple Beam Balance

The new Triple Beam Balance has stainless steel platform and beams for durability and clear, accurate readings and is designed for use in school and college laboratories as well as in industry. The self-aligning bearings of polished agate ensure minimum friction and full contact along the knife edges at all times. The sliding-type poise ensures stability and freedom from swinging and the steel tongue fits into accurately milled notches at every calibration. **Ohaus Scale Corp., Dept. NS, 10 Hobson St., Newark 8, N. J.** (Key No. 136)

### Caster Clip

Casters can now be attached to the bottom of mopping tanks without drilling holes which might develop leaks or rust. A heavy clip, designed to go under the head of each caster-nut and over the bead of the tank, pulls the caster spider against the inner side of the tank flange and rigidly locks it in place. Tanks with the improved casters are now available in 32 and 44 quart sizes as standard. **Geerpres Wringer, Inc., Dept. NS, Muskegon, Mich.** (Key No. 137)

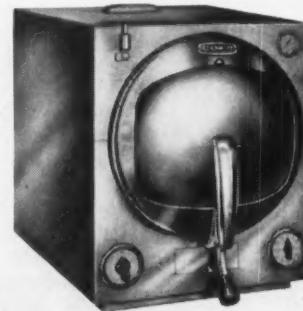
### Electric Potato Peeler

The Peelmaster Electric Potato Peeler has been redesigned with a new 1 piece aluminum interior which serves as a peeling pot and washing sink. The new interior is so constructed as to allow easy drainage of peelings and water and the machine has working capacity increased to 20 pounds. The table height peeler has a new, smoother peeling disc, carries the Underwriters' label and sells at the same price as the earlier model. **Service Appliance Corp., Dept. NS, 1775 Broadway, New York 19.** (Key No. 138)

### Counter Model Steam-It

The new Steam-It is an insulated counter model pressure cooker designed for frequent food preparation and providing steam pressure cooking for smaller institutions or as a supplement to the regular cookers in larger institutions. Combining maximum cooking speed with minimum fuel consumption, the cooker operates under pressure from 5 to 15 pounds. It is equipped with all standard safety devices.

The Steam-It generates its own steam and is gas-fired. It is sanitary and easy to clean, equipped with a shelf and pan supports which can be taken out for cleaning, and cooking is done in standard cafeteria pans, deep, perforated or solid. The Steam-It is finished in polished stainless steel with interior finish of anodized aluminum. A stand is available if counter installation is not desired. **The Market Forge Co., Dept. NS, Everett 49, Mass.** (Key No. 139)



## Equipment Identification

Quick and simple identification of equipment is possible with the new Burgess Vibro-Graver, an electrical marking device which is used like a pencil and smoothly writes on steel, glass, plastic, wood and ceramic items. The device is supplied with a Diamond Point, Tantalum and Carbide Point for harder metals, glass, hardwood and plastics and with a Ball Point for soft wood and soft metals. It provides an ineradicable method of marking name, purchase dates, codes, inventory dates or series numbers on equipment.

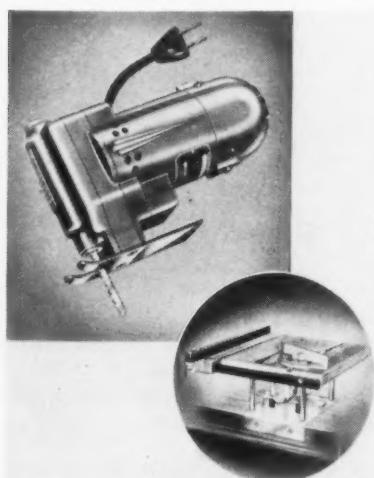
The Vibro-Graver is available in a complete kit in a leatherette package. A booklet provided with the kit supplies instructions for operating this quick and inexpensive identification device. Burgess Battery Co., Handicraft Div., Dept. NS, 180 N. Wabash Ave., Chicago 1. (Key No. 140)

## Portable Addresser

The new Heyer Portable Addresser is a small, compact unit for the fast, simple addressing of envelopes. About 250 addresses on a master spirit roll are quickly inserted into the machine, each address being capable of 100 or more impressions. Fluid is stored in an easy-to-fill cartridge wick which stays wet for a full run. One smooth motion applies fluid to the envelope or card and prints the address. The new machine is low in price and easy to operate and maintain. Heyer Corp., Dept. NS, 1850 S. Kostner, Chicago 23. (Key No. 141)

## Whiz-Saw

A new portable power saw is now available to do rough cutting jobs as well as complex and precise work. Known as the Whiz-Saw, the unit can be used for pattern making, fine scroll



work or for ordinary cutting. It cuts wood, plastic, bone, pressed wood and many other composition materials up

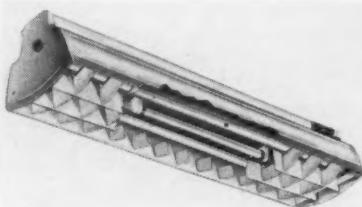
to one inch in thickness. It will make inside cuts without the need of first boring a starting hole. It serves as rip, crosscut, scroll, coping or keyhole saw and when attached to the new Whiz-Saw table, it serves as a band or jig saw. Forsberg Mfg. Co., Dept. NS, Bridgeport, Conn. (Key No. 142)

## Television Receiver

The Spellman Imperial Television Receiver has been especially designed for large audiences such as those in classrooms or auditoriums. It projects a bright, sharp, brilliant picture for projection television with no dim areas or fuzzy images. It can be used under any light conditions and features a giant Schmidt Mirror. Spellman Television Co., Inc., Dept. NS, 130 W. 24th St., New York 11. (Key No. 143)

## Sunlighter Fluorescent Fixture

A sun lamp as well as two light lamps are included in the new Leader Sun-



lighter fluorescent fixture. The light covers large areas and stays cool to the touch. It is said to reproduce the desirable mid-ultraviolet wave lengths of sunlight known as the 2800 to 3200 Angstrom band. Thus the light is designed to provide the equivalent of sun rays while producing light without heat. It is suggested for installation in classrooms, gymnasiums, offices and many other locations in the schools. Leader Electric Co., Dept. NS, 3500 N. Kedzie Ave., Chicago 18. (Key No. 144)

## Tape Recorder-Radio Combination

The Model C-2 is a new Tape Recorder-Radio Combination which features a vertical mounting of mechanism and chassis for ease of operation, service accessibility and space economy. It is compact and portable and is housed in a cabinet with 2 tone simulated leatherette covering, bronze hardware and plastic trim. The dual track mechanism has a superspeed rewind ration and the radio is a highly selective, superheterodyne. The unit weighs 30 pounds and comes equipped with a microphone, spool of tape and empty takeup spool. The Pentron Corp., Dept. NS, 611 W. Division St., Chicago 10. (Key No. 145)

## Auditorium Seating



The new 30 line auditorium seating chair has been especially designed for school auditoriums. The seat automatically rises when not occupied, thus facilitating cleaning without the necessity for turning seats up, and facilitating clearing of the auditorium.

The center standard of the new Griggs chair is of solid steel with no openings between chairs. Front and back edges are tubular, thus obviating sharp corners, and a long steel back-plate protects upholstery at both the top and back of the seat. The seats are upholstered with duPont Fabrilite and are available in a variety of colors and end standard designs. Griggs Equipment Co., Dept. NS, Belton, Tex. (Key No. 146)

## Portable Typewriter

The Leader Portable is a low priced Underwood typewriter with the alphabetical keys in standard arrangement but with all common arithmetic signs as well as conventional business symbols. The Leader is finished in duotone gray and black and comes complete with a gray carrying case. It has easy action touch, 42 key keyboard, right and left shift key, standard length single color ribbon, automatic line finder and other features. Underwood Corp., Dept. NS, 1 Park, New York 16. (Key No. 147)

## Slimline Fluorescent Lamps

Two new sizes, 40 and 60 watt, are now available in the T-12 Slimline fluorescent lamps offered by Sylvania. The new 48 inch 40 watt and 72 inch 60 watt lamps are constructed the same as the 75 watt size and have instant-starting and 6000 hour average life rating on a 12 hour cycle. Addition of the new sizes provides Slimline lamps suitable for every type of application. Sylvania Electric Products Inc., Dept. NS, 500 Fifth Ave., New York 18. (Key No. 148)

## Product Literature

- "Rowles School Equipment" is fully described and illustrated in Catalog No. 62, 1949-50, published by E. W. A. Rowles Company, Arlington Heights, Ill. Information is included on school furniture, clocks, file cabinets, audio-visual aids, maps and charts, athletic equipment, playground equipment, window shades, chalkboards and chalkboard accessories. (Key No. 149)
- The well-known Vul-Cot Waste Baskets are again available for school use. These strong, attractive baskets have new bonded seam construction and are available in round taper, square taper and round straight models. Full information on these sturdy Vul-Cot Waste Baskets is available in the new catalog sheet recently issued by National Vulcanized Fibre Co., Wilmington, Del. (Key No. 150)
- Detailed information on the use of dimming units in schools is given in an 8 page, 2 color booklet, "Powerstat Light Dimming Equipment for Schools," recently issued by the Superior Electric Co., Bristol, Conn. Examples are discussed and illustrated to show how light dimming equipment can add to the flexibility of school lighting systems and how schools using the equipment can benefit physically and financially. (Key No. 151)
- Technical Bulletin No. 2 on centralized panel program control systems for hot water and radiant heating has recently been issued by Sarcotherm Controls, Inc., Empire State Bldg., New York 1. Schematic diagrams of boiler hookups and wiring diagrams are included together with complete specifications for these systems. (Key No. 152)
- "Educators Guide to Free Slidefilms," is the title of the first annual edition of this guide published by Educators Progress Service, Randolph, Wis., and available at \$3 a copy. The 114 page book, devoted exclusively to free slidefilms and slides, lists 385 titles of slidefilms, 266 of which are silent, 119 sound. It gives titles, describes the nature and content, lists number of frames, gives name and address of distributor and other helpful data. Title, subject and source indexes are included, each on different colored paper for quick reference. (Key No. 153)
- A new folder on Backwater Sewer Valves, designed to protect property, equipment and supplies against backwater from excessive rain, flood conditions and inadequate sewer carry-off, has recently been issued by Josam Mfg. Co., 1302 Ontario St., Cleveland 13, Ohio. (Key No. 154)
- A series of 6 posture posters is available from American Seating Co., Grand Rapids 2, Mich. The revised series illustrates good and bad posture with drawings and photographs and gives descriptive text. A seventh poster in 4 colors covers "When Seated at Your Study." (Key No. 155)
- The type of resilient flooring best suited to school needs as well as the needs of business, with data on the various types available, is discussed in a booklet recently issued by Armstrong Cork Co., Lancaster, Pa., and entitled "Which Floor for Your Business?" (Key No. 156)
- The Marble Institute of America, 108 Foster Ave., Mount Vernon, N. Y., has issued a comprehensive booklet on "The Care and Cleaning of Marble" which should prove invaluable to maintenance and housekeeping departments of institutions with any marble in the structure. The 16 page booklet gives detailed instructions for cleaning interior building marble, exterior building marble, removing stains, cleaning by the poultice method, gives directions for making bleach and Javelle water and mentions precautions to be taken in cleaning marble. (Key No. 157)
- A Catalog of Pratt & Lambert Paint and Varnish has recently been received from Pratt & Lambert, Inc., 75 Tonawanda St., Buffalo 7, N. Y. Full descriptive information on all paint and varnish products made by this company is given and the catalog is fully indexed. (Key No. 158)
- Corrosion-resisting Duriron and Durichlor are described in Bulletin 113 recently issued by The Duriron Company, Inc., 17 E. 42nd St., New York 17. Data collected on these products during the past several years are given in the bulletin which lists alphabetically various corrosive materials and the reaction of these products to them. (Key No. 159)
- The new "Market Guide and Price List" giving full information on the meat and poultry products offered by Pfaelzer Brothers, Union Stock Yards, Chicago 9, is now available. The leaflet shows illustrations in color of all cuts of meat described. (Key No. 160)
- A booklet designed to aid in planning the reduction of airborne cross-infection in classrooms has been issued by Hanovia Chemical & Mfg. Co., Newark 5, N. J. Entitled "Ultra Violet Air Disinfection in School," the booklet describes the sterilization of air by means of ultraviolet light, what ultraviolet light is, what bands of ultraviolet are most effective for germicidal action and the method of application in the average school room. (Key No. 161)

## Film Releases

"What Is a City?" black and white or color, sound. "Basketball Is Fun," 16 mm. black and white, sound. "People of Norway," black and white or color, sound. "We Told the World," filmstrip of the Declaration of Independence, 3 strips of 35 frames each. Bailey Films, Inc., Dept. NS, 2044 N. Berendo St., Hollywood 27, Calif. (Key No. 162)

"Faster Than Sound," 10 min., a study of tests made to break through the sonic barrier. British Information Services, Dept. NS, 30 Rockefeller Plaza, New York 20. (Key No. 163)

"Circus Day in Our Town," "The Nurse" and "Gas for Home and Industry," all 16 mm. black and white, sound. Encyclopaedia Britannica Films Inc., Dept. NS, Wilmette, Ill. (Key No. 164)

"Castle of the Angels," 2 reel, sound, documentary film on historic Roman fortress. Official Films Inc., Dept. NS, 25 W. 45th St., New York 19. (Key No. 165)

"Primary Reading Textfilms," 8 series of filmstrips, 7 in color. "Basic Science Series," 4 filmstrips added to the Basic Science Series, now totaling 8 strips. "General Science Why" series of filmstrips, 3 strips now completed, all in black and white. "New Fairy Tale Filmstrips," first 2 of series of 12 Hans Christian Andersen fairy tales. "How to Prepare a Speech," first filmstrip in series of 8 on "Communication of Ideas and Ideals." "Integral Calculus Series," 4th filmstrip now available. First 2 in series of bookkeeping filmstrips now available. Society for Visual Education, Inc., Dept. NS, 100 E. Ohio St., Chicago 11. (Key No. 166)

"This Is the Moon," 1 reel, 16 mm. sound, Elementary Science series. "Speech: Platform Posture and Appearance," 1 reel, 16 mm. sound, 2nd film in Speech series. "The Baby Sitter," designed for junior-senior high school and college groups as training film. First 6 of "Children of Early America" color filmstrips now being released. Young America Films, Dept. NS, 18 E. 41st St., New York 17. (Key No. 167)

## Suppliers' News

Libbey Glass division of Owens-Illinois Glass Co., Toledo 1, Ohio, announces the establishment of a branch office at 3615 Olive St., St. Louis 8, Mo. Mr. R. R. Sutter has been appointed manager of the new branch.

Neumade Products Corp., manufacturer of audio-visual, micro-recording and television equipment, announces removal of its offices from 427 W. 42nd St. to 330 W. 42nd St., New York 18.

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						298	Westinghouse Electric Corp. School Lighting	2
						299	Weston Electrical Instrument Corp. High Frequency Analyser	143
						300	Zurn Mfg. Co., J. A. Plumbing Installation Fixtures	27

February, 1950

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

#### WHAT'S NEW

126	140	154	168	182	196	210	224	238	252	266	280	294
127	141	155	169	183	197	211	225	239	253	267	281	295
128	142	156	170	184	198	212	226	240	254	268	282	296
129	143	157	171	185	199	213	227	241	255	269	283	297
130	144	158	172	186	200	214	228	242	256	270	284	298
131	145	159	173	187	201	215	229	243	257	271	285	299
132	146	160	174	188	202	216	230	244	258	272	286	300
133	147	161	175	189	203	217	231	245	259	273	287	
134	148	162	176	190	204	218	232	246	260	274	288	
135	149	163	177	191	205	219	233	247	261	275	290	
136	150	164	178	192	206	220	234	248	262	276	291	
137	151	165	179	193	207	221	235	249	263	277	291	
138	152	166	180	194	208	222	236	250	264	278	292	
139	153	167	181	195	209	223	237	251	265	279	293	

#### ADVERTISEMENTS

168	182	196	210	224	238	252	266	280	294
174	188	202	216	230	244	258	272	286	300
175	189	203	217	231	245	259	273	287	
176	190	204	218	232	246	260	274	288	
177	191	205	219	233	247	261	275	290	
178	192	206	220	234	248	262	276	290	
179	193	207	221	235	249	263	277	291	
180	194	208	222	236	250	264	278	292	
181	195	209	223	237	251	265	279	293	

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For smallest lunchroom...for largest restaurant...

# NEW! custom-matched Hotpoint Electric FOOD WARMER



with the  
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**"HEAT WALL"**



**NO "COOK-OUT"—NO "DRY-OUT"  
BECAUSE IT'S ELECTRIC!**

Plug in separately — no special installation required

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or ... Build your own serving table at amazing low cost by banking together as many Food Warmers as you require ... each with separate temperature control.

See it SOON!

Now you can store foods at their ideal serving temperatures—keep them "range-fresh" and appetizing for hours with dry electric heat.

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• **Dial-a-Temperature!** Variable

thermostat permits selecting heat at which any food stores best—for longest time.

• **High Speed!** Peak performance even under heavy load assured by super-speed Calrod® heating unit.

• **Your Choice!** Over a hundred pan and jar combinations can be used with selection of 3 adaptor top-plates available. Holds up to four 4-qt. jars!

## NEW PROFITS with added items!

Now even the *smallest* eating place can increase menu variety and customer traffic by preparing soups, chili, vegetables, barbecues, etc., in quantity...and holding them for hours at serving temperature.

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Commercial Cooking Equipment Dept.,  
231 S. Seeley Ave., Chicago 12, Ill.

"ONLY HOTPOINT HAS THE HEAT-WALL!"



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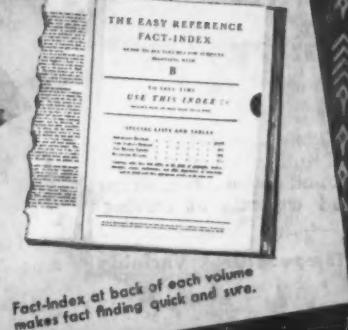
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